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ABSTRACT

The purpose of this document is to serve as a resource on materials used for evaluation of teacher performance. Developed by the Kalamazoo Public Schools, it is a method for examining teacher performance in the form of the Teacher Performance Profile (TPP). The two major purposes of the TPP are to serve as a comprehensive system that provides instructional staff with relevant feedback for the improvement of their performance and professional development, and to serve as a formal evaluation of teachers by their principals. The TPP consists of the following components: (1) student ratings; (2) principal evaluations; (3) peer ratings; (4) parent ratings (elementary level); (5) self-ratings (student, principal, and peer); and (6) student achievement data. The instruments used to collect data for the various components of the TPP are presented, as well as several articles pertaining to teacher accountability and a study showing the relationships between the various components of the TPP. (JD)

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No. SP

ED157888

SP 012 947

A Multi-Component Approach to Evaluation for Teacher Improvement

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National Association of Secondary School Principals
62nd Annual Convention
Anaheim, California
February 10-15, 1978

FOREWORD

The emphasis on teacher performance in the Kalamazoo Public Schools began in the fall of 1972. Concomitant to the emphasis on teacher performance was an emphasis on administrator performance. While this document deals only with teacher performance, information pertaining to administrator performance can be obtained from me.

The purpose of this document is to serve as a resource with respect to materials used for teacher performance. If you have any questions in the future pertaining to teacher performance, please contact me.

Thank you,

Dave Bartz

David E. Bartz
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for Instructional Services
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DEB:vs

TEACHER PERFORMANCE PROFILE
COMPONENTS

1. Student Ratings
2. Principal Evaluation
3. Peer Ratings
4. Parent Ratings (Elementary Level)
5. Self-Ratings (Student, Principal, and Peer)
6. Student Achievement Data

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INTRODUCTION

During the past two decades there has been an increasing concern for accountability in the field of education. The reason for this accelerated concern seems to be associated with many complex and interrelated sociological phenomena currently operative in the United States. Among these factors are the changing school curriculum, fluctuating school enrollments, and the growing militancy of administrators, teachers, and students. These and other factors, including inflation, have caused a rapid increase in school expenditures. As financial support from the public has increased, the proponents of accountability have become more vocal. Grieder[1] states:

> It is inevitable and desirable that teachers and administrators give better account of their professional activities and the funds that are devoted to schooling. As salaries continue to rise, the pressure for accountability will increase. In a few years this may well lead to greater interest in better teaching, in really good teaching by dedicated teachers.

If satisfactory responses are to be made to the demands of accountability, there is a need to measure the performance of the instructional staff of any given school system. However, as with most theoretical concepts such as accountability, there is a tremendous gap between what accountability should be when discussed in an idealistic sense and what it takes to implement it in a school system. In order to bridge this gap and to ensure improved achievement of students, the Kalamazoo Public Schools has developed a method for examining teacher performance in the form of the Teacher Performance Profile.

[1]Grieder, Calvin, "Educators Should Welcome Pressure for Accountability." Nation's Schools. LXXV (May, 1970), 14.

The two major purposes of the Teacher Performance Profile (TPP) are: (1) to serve as a comprehensive system which provides instructional staff with relevant feedback in reference to improving their performance and contributing to their professional development, and (2) to serve as the formal evaluation of teachers by their principals. This scheme is based on the rationale that a review of instructional staff performance, utilizing multiple components, is better than those using only a principal's evaluation. The Teacher Performance Profile is an attempt to provide information on multiple factors which, individually may contain considerable bias, but collectively constitute an objective, comprehensive and accurate picture of the performance of the teaching staff. The Teacher Performance Profile consists of the following components:

1. Student ratings
2. Principal evaluation
3. Peer ratings
4. Parent ratings (elementary level)
5. Self-ratings (student, principal, and peer)
6. Student achievement data

The Department of Data Services (DS) coordinates the collection of data for each of the component parts of the Teacher Performance Profile. When utilizing a multi-component system such as the Teacher Performance Profile, it is important to realize that none of the components in and of themselves constitutes a total picture. For example, students do not evaluate teachers; students <u>rate</u> teachers. However, when data are collected and analyzed for all of the components of the Teacher Performance Profile, student ratings do contribute to a teacher's overall performance. In essence, the Teacher Performance Profile serves as an information system for providing meaningful feedback for improving teacher performance. Additionally, the Teacher Performance Profile serves as data for making evaluative decisions.

While the Teacher Performance Profile utilizes several components in conjunction with a principal's evaluation, the final decision regarding a teacher's overall evaluation rests with the principal and is based on the principal's evaluation. Data from the Teacher Performance Profile serve as topics for discussion during end-of-year and beginning-of-year principal/teacher conferences aimed at helping teachers develop professionally.

Specifics related to the compilation of the Teacher Performance Profile are completed by the Department of Data Services and a copy is sent to each teacher and their principal. Completion of the Teacher Performance Profile is administered in the following manner.

1. Student Ratings - Each classroom teacher in grades 2 through 12 is rated on the Teacher Image Questionnaire by the students (at grades K and 1 student ratings are optional, based on teacher request). Student rating materials are supplied to the building principal by the Department of Data Services. The completed student rating materials must be returned to the Department of Data Services no later than March 15.

2. Principal Evaluation - Both probationary and tenure teachers are evaluated each year by the building principal. The Teacher Evaluation Form is the instrument used by principals to evaluate teachers. While the master agreement does not specifically state the length of a classroom observation made by the principal to observe a teacher's classroom performance, the observation is sufficiently long and frequent to allow for an objective analysis of the teacher's performance. Thirty minutes of observation for each of the three to six classroom visits by the principal is regarded as a minimum. Probationary teachers receive at least two written evaluations per year, whereas tenure teachers receive at least one written evaluation per year. Principals return the completed Teacher Evaluation Forms for all probationary teachers to the Employee Services Division no later than March 15. The completed Teacher

Evaluation Forms for tenure teachers must be returned to the Employee Services Division no later than April 15.

3. Peer Ratings - At least five, but no more than 15, teachers compose the peer group that rate a teacher (peer ratings are optional, based upon teacher request). Each teacher must submit to the principal a list of at least five peers who are knowledgeable of the teacher's behavior. The final list of teachers must be acceptable to the principal. The Peer Image Questionnaire is the instrument used for peer ratings and the completed peer rating forms must be returned to the Department of Data Services no later than March 15.

4. Parent Ratings - Parent ratings of teachers are collected each spring as a part of parent/teacher conferences at the elementary level. Parents rate each of their child's teachers on the following scale: poor, fair, average, good, or excellent.

5. Self-Ratings - Each teacher rates himself/herself on the following instruments: Teacher Image Questionnaire, Teacher Evaluation Form, and the Peer Image Questionnaire (if applicable).

6. Student Achievement Data - In grades 1 through 6, the Metropolitan Achievement Test (MAT) is administered in September (pretest) and May (posttest) of the school year. The MAT is administered to junior high students each May. At the high school levels, the Stanford Test of Academic Skills (TASK) is administered in September of each school year. At the secondary level, teachers develop objective-referenced tests. These teacher-made tests are part of the G.O.T. Program (Goals, Objectives, and Teacher-Made Tests). Recognizing that standardized achievement tests leave much to be desired for many subject areas and learning units, this program (G.O.T.) is used as a companion to the norm-referenced, standardized testing system at the secondary level (MAT and TASK) to ensure that the administrators and teachers get as much relevant achievement data as possible.

The remainder of this document presents the instruments used to collect data for the various components of the Teacher Performance Profile, as well as several articles pertaining to teacher accountability and a study showing the relationships between the various components of the Teacher Performance Profile.

ENCLOSURE 1

Student Ratings of Teachers

A. Kindergarten and First Grade Teacher Image Questionnaire
B. Early Elementary Teacher Image Questionnaire
C. Later Elementary and Junior High Teacher Image Questionnaire
D. Secondary Teacher Image Questionnaire

ENCLOSURE 1-A

KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

CHECK LIST

FOR

STUDENT RATINGS

THIS PACKET OF MATERIALS SHOULD CONTAIN THE FOLLOWING:

1. CLASS IDENTIFICATION FORM
2. INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE
3. DIRECTIONS FOR ADMINISTERING THE KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE
4. KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE
5. SAMPLE PICTURES OF SAD FACE, NEUTRAL FACE, AND SMILING FACE
6. TEACHER SELF-RATING
7. QUESTIONNAIRES
8. SELF-ADDRESSED LARGE ENVELOPE TO BE USED TO RETURN THE MATERIALS TO THE DEPARTMENT OF RESEARCH AND DEVELOPMENT

PLEASE MAKE SURE THAT THE TEACHER COMPLETES A SELF-RATING BY FILLING OUT THE QUESTIONNAIRE LABELED "SELF" AND THAT THIS QUESTIONNAIRE IS RETURNED WITH THE CLASS IDENTIFICATION FORM.

THANK YOU,

DEPARTMENT OF RESEARCH AND DEVELOPMENT

1-7-75

KINDERGARTEN AND FIRST GRADE
TEACHER IMAGE QUESTIONNAIRE
KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

SELF

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

EXAMPLE

1.

2.

3.

4.

5.

6.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

7.

8.

9.

10.

11.

12.

RDE-5

OPTICAL SCANNING CORPORATION

CLASS IDENTIFICATION FORM

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

This form is to be completed by the teacher being rated and inserted into the large return envelope prior to administering the questionnaire. Please fill in all the requested information.

DO NOT STAPLE, FOLD, OR PAPER-CLIP.

Date: _____

Full name of Teacher being rated: _____

School: _____ Subject: _____

Hour: _____ Grade: _____

The number of students in this class who are:

Female: _____ Male: _____

Caucasian: _____ Black: _____ Other: _____

How do you perceive this class along the following dimensions? (Place an X in the appropriate space).

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
Ability					
Behavior					
Attitude					

DO NOT WRITE BELOW THIS LINE

MO. DAY YR. I.D. NUMBER BLDG.

SUBJECT HOUR GRADE FEMALES

MALES CAUCASIAN BLACK OTHER

ABILITY BEHAVIOR ATTITUDE

1

RDE - 1

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

A person other than the teacher being rated shall administer the Kindergarten and First Grade Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have one answer sheet for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
C. Remember not to comment about the regular teacher.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Students are not to put their name on the questionnaire.
B. Read the "Directions for Administering the Kindergarten and First Grade Teacher Image Questionnaire" exactly as written to the class.
C. Go over the example with students.
D. Read each question and the three responses. (Go through the entire questionnaire with students.)
E. Instruct students to leave a question blank if they cannot answer it.
F. Remind students to think about the whole year when responding to questions.
G. If necessary, explain to the students, by example, what a given question means.

NOTE TO PERSON IN CHARGE:

A. While administering the Kindergarten and First Grade Teacher Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination. Do not let students talk to each other.
B. Make sure that students understand that they should answer the questions regarding their regular teacher and not concerning you, the temporary substitute in charge.
C. Assure students that responses are anonymous.
D. Check to make sure that the students have completed the questionnaire properly.
E. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development.
F. After the envelope has been sealed:
   Return the materials to the office to be sent to the Department of Research and Development via the interschool mail.

1/6/75

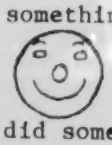
Department of Research and Development
Kalamazoo Public Schools

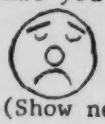
DIRECTIONS FOR ADMINISTERING
THE KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

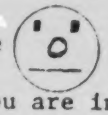
The person in charge should specifically read the following to the students:

"This is not a test. We want to know how you feel about your teacher. Think about the things your teacher has done during the school year when you answer. No one from your school will see your answer. Do not put your name on this paper.

"I am going to give you directions and it is important that you listen carefully and follow the directions.

"If your teacher did something that you liked, you would probably wear a big smile like this  . (Show smiling face).

"But if your teacher did something that you did not like, you would probably wear a sad face like this  . (Show sad face).

"Now look at this face  . (Show neutral face). This face is how you might look when you are in-between liking or not liking something your teacher does.

"I am going to read to you some things about your teacher. If you agree with what I read and think that your teacher does this, fill in the nose on the smiling face. If you do not agree with what I read and do not think that your teacher does this, fill in the nose on the sad face. If you are in-between and not sure of how your feel, fill in the nose on the middle face."

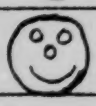
After the person in charge has read the preceding instructions, she/he should then go through the example with the students. While it is desirable for students to fill in the nose of the face representing their responses, do not be overly concerned about their accuracy. As long as one face is marked, the questionnaire can be accurately scored. Also, the person in charge should follow the procedures listed in "Instructions for Person in Charge of Administering the Kindergarten and First Grade Teacher Image Questionnaire."

KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

EXAMPLE

	Dislike or Not Agree	Neutral or In Between	Like or Agree
A. My teacher is nice to me.			

QUESTIONS:

1. My teacher is fair.			
2. My teacher is friendly.			
3. My teacher makes school seem fun.			
4. My teacher likes being a teacher.			
5. My teacher lets students tell about things in class.			
6. My teacher dresses and looks nice.			
7. My teacher never gets mad at me.			
8 My teacher listens to me when I want to tell her/him something.			
9. My teacher likes me.			
10. I like my teacher.			
11. I think my teacher is a good teacher.			
12. I learn new things from my teacher.			

DEPARTMENT OF RESEARCH AND DEVELOPMENT
KALAMAZOO PUBLIC SCHOOLS
1/6/75

SMILING FACE

NEUTRAL FACE

SAD FACE

KINDERGARTEN AND FIRST GRADE
TEACHER IMAGE QUESTIONNAIRE
KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

EXAMPLE

1.

2.

3.

4.

5.

6.

OPTICAL SCANNING CORPORATION

0	1	▮	3	4	5	6	7	8	9
0	▮	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	▮	8	9
▮	1	2	3	4	5	6	7	8	9

7.

8.

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10.

11.

12.

RDE-5

OPTICAL SCANNING CORPORATION

ENCLOSURE 1-B

EARLY ELEMENTARY TEACHER IMAGE QUESTIONNAIRE

CHECK LIST

FOR

STUDENT RATINGS

THIS PACKET OF MATERIALS SHOULD CONTAIN THE FOLLOWING:

1. CLASS IDENTIFICATION FORM
2. INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE EARLY ELEMENTARY TEACHER IMAGE QUESTIONNAIRE
3. QUESTIONNAIRES
4. TEACHER SELF-RATING
5. SELF-ADDRESSED LARGE ENVELOPE TO BE USED TO RETURN THE MATERIALS TO THE DEPARTMENT OF RESEARCH AND DEVELOPMENT

PLEASE MAKE SURE THAT THE TEACHER COMPLETES A SELF-RATING BY FILLING OUT THE QUESTIONNAIRE LABELED "SELF" AND THAT THIS QUESTIONNAIRE IS RETURNED WITH THE CLASS IDENTIFICATION FORM.

THANK YOU,

DEPARTMENT OF RESEARCH AND DEVELOPMENT

12-9-74

USE A NO. 2 PENCIL ONLY.

SELF

QUESTIONS:

1. I understand what my teacher says in class.	NEVER	SOMETIMES	ALWAYS
2. My teacher is fair.	NEVER	SOMETIMES	ALWAYS
3. Kids in my class behave.	NEVER	SOMETIMES	ALWAYS
4. My teacher is friendly.	NEVER	SOMETIMES	ALWAYS
5. My teacher makes school seem fun.	NEVER	SOMETIMES	ALWAYS
6. My teacher laughs and jokes with kids.	NEVER	SOMETIMES	ALWAYS
7. I think my teacher likes being a teacher.	NEVER	SOMETIMES	ALWAYS
8. My teacher lets students tell about things in class.	NEVER	SOMETIMES	ALWAYS
9. My teacher gives me school work that is fun to do.	NEVER	SOMETIMES	ALWAYS
10. My teacher looks neat and dresses nicely.	NEVER	SOMETIMES	ALWAYS
11. My teacher gets mad in class.	NEVER	SOMETIMES	ALWAYS
12. My teacher answers my questions about school work.	NEVER	SOMETIMES	ALWAYS
13. My teacher listens to me when I want to tell him/her something.	NEVER	SOMETIMES	ALWAYS
14. My teacher likes me.	NEVER	SOMETIMES	ALWAYS
15. I like my teacher.	NEVER	SOMETIMES	ALWAYS
16. I think my teacher is a good teacher.	NEVER	SOMETIMES	ALWAYS
17. I learn a lot from my teacher.	NEVER	SOMETIMES	ALWAYS

1

27

RDE - 4

DC 33-781 OPTICAL SCANNING CORPORATION ©

EARLY ELEMENTARY
TEACHER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

Students should write their teacher's name in the box below.

TEACHER:

THIS IS NOT A TEST. WE WANT TO KNOW HOW YOU FEEL ABOUT YOUR TEACHER. THINK ABOUT ALL OF THE SCHOOL YEAR WHEN YOU ANSWER. NO ONE FROM YOUR SCHOOL WILL SEE YOUR ANSWER. DO NOT PUT YOUR NAME ON THIS PAPER. DARKEN THE CIRCLE FOR YOUR ANSWER.

EXAMPLE

A. My teacher is nice to me. . . . . ○ NEVER ○ SOMETIMES ○ ALWAYS

YOU MAY NOW BEGIN TO ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS SHEET.

Make sure that the students use a No. 2 pencil.

OPTICAL SCANNING CORPORATION

CLASS IDENTIFICATION FORM

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

This form is to be completed by the teacher being rated and inserted into the large return envelope prior to administering the questionnaire. Please fill in all the requested information.

DO NOT STAPLE, FOLD, OR PAPER-CLIP.

Date: _____

Full name of Teacher being rated: _____

School: _____ Subject: _____

Hour: _____ Grade: _____

The number of students in this class who are:

Female: _____ Male: _____

Caucasian: _____ Black: _____ Other: _____

How do you perceive this class along the following dimensions? (Place an X in the appropriate space).

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
Ability					
Behavior					
Attitude					

DO NOT WRITE BELOW THIS LINE

MO. DAY YR. I.D. NUMBER BLDG.

SUBJECT HOUR GRADE FEMALES

MALES CAUCASIAN BLACK OTHER

ABILITY BEHAVIOR ATTITUDE

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE EARLY ELEMENTARY TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

A person other than the teacher being rated shall administer the Early Elementary Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have one questionnaire for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
C. Remember not to comment about the regular teacher.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Have the student put their teacher's name on the questionnaire.
B. Students are not to put their name on the questionnaire.
C. Read the instructions listed on the questionnaire, exactly as written, to the class.
D. Go over the example with students.
E. Read <u>each</u> question and the three responses. (Go through the entire questionnaire with students.)
F. Instruct students to leave a question blank if they cannot answer it.
G. Remind students to think about the whole year when responding to questions.

NOTE TO PERSON IN CHARGE:

A. While administering the Early Elementary Teacher Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination.
B. Make sure that students understand that they should answer the questions regarding their regular teacher and not concerning you, the temporary substitute in charge.
C. Assure students that responses are anonymous.
D. Check to make sure that the students are completing the questionnaire properly.
E. Before collecting the questionnaire, make sure that the students:
    (1) Have teacher's name at the top of the questionnaire.
    (2) Have responded properly.
F. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development.
G. After the envelope has been sealed:
    Return the materials to the office to be sent to the Department of Research and Development via the interschool mail.

12-9-74

EARLY ELEMENTARY
TEACHER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

Students should write their teacher's name in the box below.

TEACHER:

THIS IS NOT A TEST. WE WANT TO KNOW HOW YOU FEEL ABOUT YOUR TEACHER. THINK ABOUT ALL OF THE SCHOOL YEAR WHEN YOU ANSWER. NO ONE FROM YOUR SCHOOL WILL SEE YOUR ANSWER. DO NOT PUT YOUR NAME ON THIS PAPER. DARKEN THE CIRCLE FOR YOUR ANSWER.

EXAMPLE

A. My teacher is nice to me . . . . . ○ NEVER ○ SOMETIMES ○ ALWAYS

YOU MAY NOW BEGIN TO ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS SHEET.

Make sure that the students use a No. 2 pencil.

USE A NO. 2 PENCIL ONLY

QUESTIONS:

1. I understand what my teacher says in class.	NEVER	SOMETIMES	ALWAYS
2. My teacher is fair.	NEVER	SOMETIMES	ALWAYS
3. Kids in my class behave.	NEVER	SOMETIMES	ALWAYS
4. My teacher is friendly.	NEVER	SOMETIMES	ALWAYS
5. My teacher makes school seem fun.	NEVER	SOMETIMES	ALWAYS
6. My teacher laughs and jokes with kids.	NEVER	SOMETIMES	ALWAYS
7. I think my teacher likes being a teacher.	NEVER	SOMETIMES	ALWAYS
8. My teacher lets students tell about things in class.	NEVER	SOMETIMES	ALWAYS
9. My teacher gives me school work that is fun to do.	NEVER	SOMETIMES	ALWAYS
10. My teacher looks neat and dresses nicely.	NEVER	SOMETIMES	ALWAYS
11. My teacher gets mad in class.	NEVER	SOMETIMES	ALWAYS
12. My teacher answers my questions about school work.	NEVER	SOMETIMES	ALWAYS
13. My teacher listens to me when I want to tell him/her something.	NEVER	SOMETIMES	ALWAYS
14. My teacher likes me.	NEVER	SOMETIMES	ALWAYS
15. I like my teacher.	NEVER	SOMETIMES	ALWAYS
16. I think my teacher is a good teacher.	NEVER	SOMETIMES	ALWAYS
17. I learn a lot from my teacher.	NEVER	SOMETIMES	ALWAYS

ENCLOSURE 1-C

LATER ELEMENTARY AND JUNIOR HIGH TEACHER IMAGE QUESTIONNAIRE

CHECK LIST

FOR

STUDENT RATINGS

THIS PACKET OF MATERIALS SHOULD CONTAIN THE FOLLOWING:

1. CLASS IDENTIFICATION FORM
2. INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE ELEMENTARY AND JUNIOR HIGH OR SECONDARY TEACHER IMAGE QUESTIONNAIRE
3. QUESTIONNAIRES
4. TEACHER SELF-RATING
5. SELF-ADDRESSED LARGE ENVELOPE TO BE USED TO RETURN THE MATERIALS TO THE DEPARTMENT OF RESEARCH AND DEVELOPMENT

PLEASE MAKE SURE THAT THE TEACHER COMPLETES A SELF-RATING BY FILLING OUT THE QUESTIONNAIRE LABELED "SELF" AND THAT THIS QUESTIONNAIRE IS RETURNED WITH THE CLASS IDENTIFICATION FORM.

THANK YOU,

DEPARTMENT OF RESEARCH AND DEVELOPMENT

12-2-74

DO NOT BEGIN UNLESS YOU HAVE BEEN TOLD TO DO SO.
USE A NO. 2 PENCIL ONLY.

SELF

WHAT ARE YOUR OPINIONS CONCERNING THIS TEACHER?

	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
1. My teacher explains things so that I understand them.	1	2	3	4	5
2. My teacher treats everyone fairly.	1	2	3	4	5
3. The kids in my class behave.	1	2	3	4	5
4. My teacher is friendly toward all students.	1	2	3	4	5
5. My teacher makes school seem fun and interesting.	1	2	3	4	5
6. My teacher laughs and enjoys jokes in the classroom.	1	2	3	4	5
7. My teacher enjoys teaching school.	1	2	3	4	5
8. My teacher lets students tell about their ideas in class.	1	2	3	4	5
9. I do interesting things in my teacher's class.	1	2	3	4	5
10. My teacher looks neat and dresses nicely.	1	2	3	4	5
11. My teacher controls his/her anger.	1	2	3	4	5
12. My teacher is able to answer questions about school work.	1	2	3	4	5
13. My teacher thinks what I say is important.	1	2	3	4	5
14. My teacher likes me.	1	2	3	4	5
15. My teacher wants me to ask questions and give my ideas in class.	1	2	3	4	5
16. I feel free to give my ideas in class.	1	2	3	4	5
17. I feel like I learn a lot in class.	1	2	3	4	5
18. I think my teacher is a good teacher.	1	2	3	4	5

11

ELEMENTARY AND JUNIOR HIGH TEACHER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

TEACHER: _____

Instructions for the Student

Please do not begin until you are told to do so by the person in charge.

Write your teacher's name on the line at the upper right-hand corner of this page. Do not put your name or any other information on this page.

Please answer the questions on the other side of this sheet. After you read each question and decide on your answer, blacken in the appropriate box with a No. 2 pencil. Use the following scale when answering the questions:

1 = Never **2 = Almost Never** **3 = Sometimes** **4 = Almost Always** **5 = Always**

EXAMPLE

	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
A. My teacher is on time.	1	2	3	■	5

If your response to this question was "Almost Always", you would blacken in box 4 as shown.

Be sure to blacken in only one box for each question.

Please turn the sheet over and begin answering the questions when you are told to do so.

CLASS IDENTIFICATION FORM

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

This form is to be completed by the teacher being rated and inserted into the large return envelope prior to administering the questionnaire. Please fill in all the requested information.

DO NOT STAPLE, FOLD, OR PAPER-CLIP.

Date: _____

Full name of Teacher being rated: _____

School: _____ Subject: _____

Hour: _____ Grade: _____

The number of students in this class who are:

Female: _____ Male: _____

Caucasian: _____ Black: _____ Other: _____

How do you perceive this class along the following dimensions? (Place an X in the appropriate space).

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
Ability					
Behavior					
Attitude					

DO NOT WRITE BELOW THIS LINE

MO. DAY YR. I.D. NUMBER BLDG.

SUBJECT HOUR GRADE FEMALES

MALES CAUCASIAN BLACK OTHER

ABILITY BEHAVIOR ATTITUDE

ROE 1

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE
ELEMENTARY AND JUNIOR HIGH OR SECONDARY TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

A person other than the teacher being rated shall administer the Elementary and Junior High or Secondary Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

1. Make sure you have a questionnaire for each student.
2. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
3. Remember not to comment about the regular teacher.
4. Make sure each student has a No. 2 pencil.

WHILE ADMINISTERING THE QUESTIONNAIRE:

1. Read the instructions listed on the questionnaire, exactly as written, to the class.
2. Go over the example with students.
3. Make sure the students know how to use the questionnaire properly.
4. Read each question for elementary and junior high students. (Go through the questionnaire with them. For elementary students, read each response as well as the question.)
5. Instruct students to leave a question blank if they cannot answer it.
6. Remind students to think about the whole year when responding to the questions.
7. Read the following:

   "After you complete the questionnaire, I will seal all copies in an envelope addressed to the Department of Research and Development. Your teacher will receive a summary of all the answers by the students in your class. After you complete the report, sit quietly or study until all students have finished. There should be no talking."

(OVER)

NOTE TO PERSON IN CHARGE:

A. While administering the Elementary and Junior High or Secondary Teacher Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination.

B. Make sure that students understand that they should answer the questions regarding their regular teacher and not concerning you, the temporary substitute in charge.

C. Assure students that responses are anonymous.

D. When administering the questionnaire to elementary and junior high students, go through it with them. Check to make sure that the students are completing the questionnaire properly.

E. Before collection of the questionnaires, make sure that the students have the teacher's name on the questionnaire.

F. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development in the presence of the students.

G. After the envelope has been sealed:
Return the materials to the office to be sent to the Department of Research and Development via the inter-school mail.

Department of Research and Development
Kalamazoo Public Schools
11-25-74

ELEMENTARY AND JUNIOR HIGH TEACHER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

TEACHER: _____

Instructions for the Student

Please do not begin until you are told to do so by the person in charge.

Write your teacher's name on the line at the upper right-hand corner of this page. Do not put your name or any other information on this page.

Please answer the questions on the other side of this sheet. After you read each question and decide on your answer, blacken in the appropriate box with a No. 2 pencil. Use the following scale when answering the questions:

1 = Never 2 = Almost Never 3 = Sometimes 4 = Almost Always 5 = Always

EXAMPLE

	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
A. My teacher is on time.	1	2	3	■	5

If your response to this question was "Almost Always", you would blacken in box 4 as shown.

Be sure to blacken in only one box for each question.

Please turn the sheet over and begin answering the questions when you are told to do so.

OPTICAL SCANNING CORPORATION

DO NOT BEGIN UNLESS YOU HAVE BEEN TOLD TO DO SO.
USE A NO. 2 PENCIL ONLY.

WHAT ARE YOUR OPINIONS CONCERNING THIS TEACHER:	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
1. My teacher explains things so that I understand them.	1	2	3	4	5
2. My teacher treats everyone fairly.	1	2	3	4	5
3. The kids in my class behave.	1	2	3	4	5
4. My teacher is friendly toward all students.	1	2	3	4	5
5. My teacher makes school seem fun and interesting.	1	2	3	4	5
6. My teacher laughs and enjoys jokes in the classroom.	1	2	3	4	5
7. My teacher enjoys teaching school.	1	2	3	4	5
8. My teacher lets students tell about their ideas in class.	1	2	3	4	5
9. I do interesting things in my teacher's class.	1	2	3	4	5
10. My teacher looks neat and dresses nicely.	1	2	3	4	5
11. My teacher controls his/her anger.	1	2	3	4	5
12. My teacher is able to answer questions about school work.	1	2	3	4	5
13. My teacher thinks what I say is important.	1	2	3	4	5
14. My teacher likes me.	1	2	3	4	5
15. My teacher wants me to ask questions and give my ideas in class.	1	2	3	4	5
16. I feel free to give my ideas in class.	1	2	3	4	5
17. I feel like I learn a lot in class.	1	2	3	4	5
18. I think my teacher is a good teacher.	1	2	3	4	5

SCHOOL: ANY SCHOOL SYSTEM
BUILDING: ANY BUILDING
TEACHER: ANY TEACHER

ELEMENTARY AND JUNIOR HIGH TEACHER IMAGE QUESTIONNAIRE

COLLECTION DATE: ANY DATE
ANALYSIS DATE: ANY DATE
CLASS HOUR: ANY HOUR

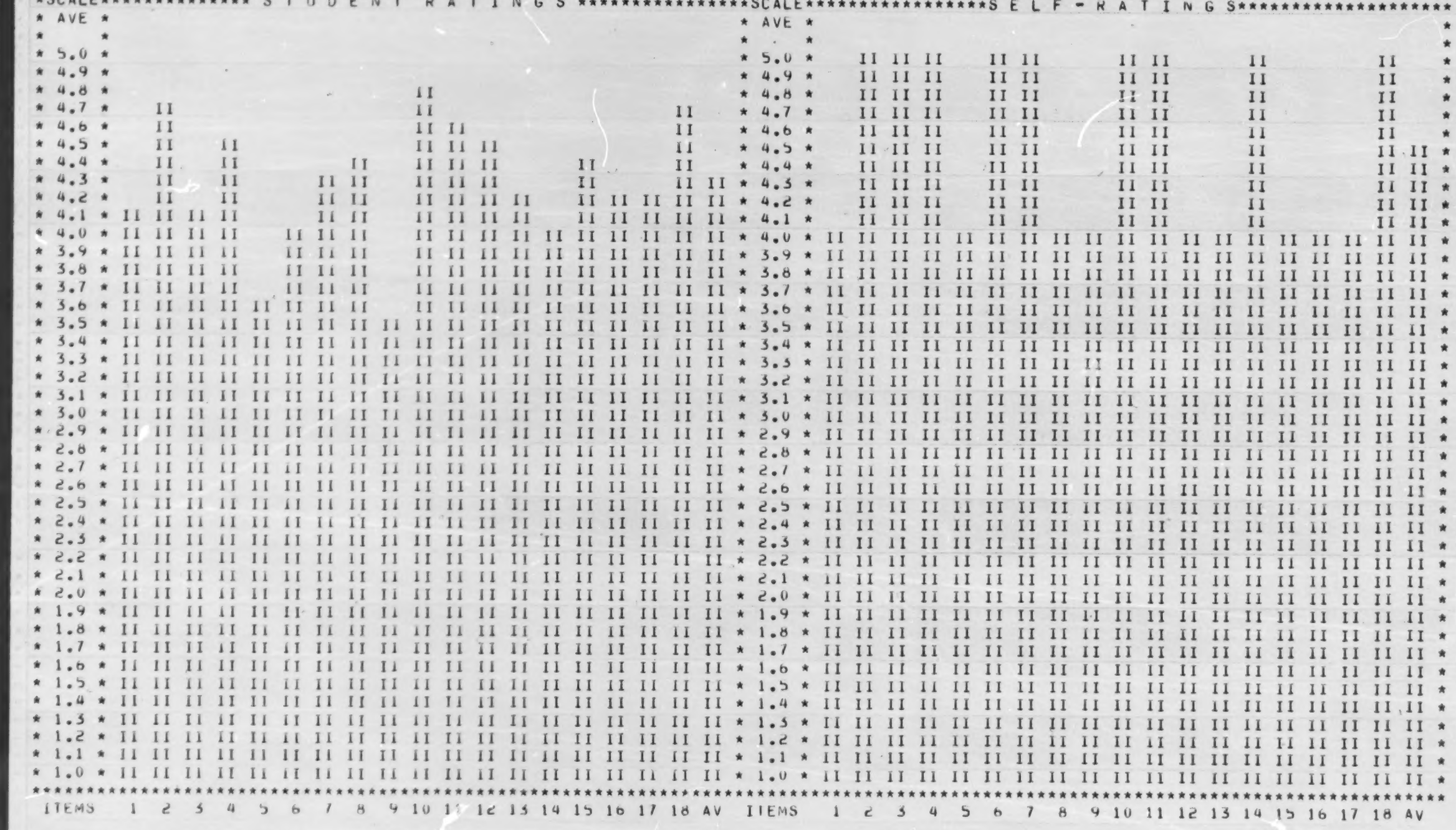
SUBJECT	GRADE	NUMBER FEMALES	NUMBER MALES	NUMBER CAUCASIANS	NUMBER BLACKS	NUMBER OTHER	ABILITY	BEHAVIOR	ATTITUDE
MATHEMATICS	9TH	12	9	20	0	1	5	5	5

	NEVER	ALMOST NEVER	SOME-TIMES	ALMOST ALWAYS	ALWAYS	NO RES	TOTAL	AVE	SELF
1. MY TEACHER EXPLAINS THINGS SO THAT I UNDERSTAND THEM.....	1	0	2	12	7	0	22	4.09	4.00
2. MY TEACHER TREATS EVERYONE FAIRLY.....	0	1	0	4	17	0	22	4.68	5.00
3. THE KIDS IN MY CLASS BEHAVE.....	0	1	1	15	5	0	22	4.09	5.00
4. MY TEACHER IS FRIENDLY TOWARD ALL STUDENTS.....	0	1	0	7	14	0	22	4.55	5.00
5. MY TEACHER MAKES SCHOOL SEEM FUN AND INTERESTING.....	0	1	8	12	1	0	22	3.59	4.00
6. MY TEACHER LAUGHS AND ENJOYS JOKES IN THE CLASSROOM.....	0	0	6	10	6	0	22	4.00	5.00
7. MY TEACHER ENJOYS TEACHING SCHOOL.....	0	0	2	12	8	0	22	4.27	5.00
8. MY TEACHER LETS STUDENTS TELL ABOUT THEIR IDEAS IN CLASS.....	0	0	1	11	10	0	22	4.41	4.00
9. I DO INTERESTING THINGS IN MY TEACHER'S CLASS.....	0	3	7	9	3	0	22	3.55	4.00
10. MY TEACHER LOOKS NEAT AND DRESSES NICELY.....	0	0	0	4	18	0	22	4.82	5.00
11. MY TEACHER CONTROLS HIS/HER ANGER.....	0	0	1	7	14	0	22	4.59	5.00
12. MY TEACHER IS ABLE TO ANSWER QUESTIONS ABOUT SCHOOL WORK.....	0	0	2	7	13	0	22	4.50	4.00
13. MY TEACHER THINKS WHAT I SAY IS IMPORTANT.....	0	0	3	12	7	0	22	4.18	4.00
14. MY TEACHER LIKES ME.....	0	2	2	13	5	0	22	3.95	5.00
15. MY TEACHER WANTS ME TO ASK QUESTIONS AND GIVE MY IDEAS IN CLASS.	0	0	4	5	13	0	22	4.41	4.00
16. I FEEL FREE TO GIVE MY IDEAS IN CLASS.....	0	1	4	6	11	0	22	4.23	4.00
17. I FEEL LIKE I LEARN A LOT IN CLASS.....	0	1	2	11	8	0	22	4.18	4.00
18. I THINK MY TEACHER IS A GOOD TEACHER.....	0	0	1	5	16	0	22	4.68	5.00
AVERAGE OF THE ABOVE 18 ITEMS.....	1	11	46	162	176	0	396	4.27	4.50

SCHOOL: ANY SCHOOL SYSTEM
BUILDING: ANY BUILDING
TEACHER: ANY TEACHER

TEACHER PROFILE

COLLECTION DATE: ANY DATE
ANALYSIS DATE: ANY DATE
CLASS HOUR: ANY HOUR



TEACHERS ARE TO HAVE A CONFERENCE WITH THEIR PRINCIPAL TO DISCUSS THESE RESULTS. THE TEACHER'S SELF-RATING COUPLED WITH THE STUDENT RATINGS FORM THE BASIS TO IDENTIFY DISCREPANCIES. BY ASCERTAINING THE STRENGTHS AND WEAKNESSES OF THE TEACHER'S PERFORMANCE, THE TEACHER AND PRINCIPAL CAN IDENTIFY AREAS WHERE POSITIVE CHANGE IS DESIRABLE. THE AVERAGE RESPONSE ON EACH ITEM IS GENERATED BY ASSIGNING EACH CATEGORY A NUMERICAL VALUE. THEY ARE ASSIGNED AS FOLLOWS; NEVER/DISLIKE = 1, ALMOST NEVER = 2, SOMETIMES/NEUTRAL = 3, ALMOST ALWAYS = 4, AND ALWAYS/LIKE = 5. THE SUM OF THE RESPONSES DIVIDED BY THE NUMBER OF RESPONSES EQUALS THE AVERAGE RESPONSE. ITEM 11 ON THE "EARLY ELEMENTARY TEACHER IMAGE QUESTIONNAIRE" AND ITEM 14 ON THE "SECONDARY TEACHER IMAGE QUESTIONNAIRE" HAVE THE RESPONSE CATEGORY VALUES REVERSED TO ACHIEVE CONFORMITY IN INTERPRETING THE POSITIVE DIRECTION.

ENCLOSURE 1-D

SECONDARY TEACHER IMAGE QUESTIONNAIRE

CHECK LIST

FOR

STUDENT RATINGS

THIS PACKET OF MATERIALS SHOULD CONTAIN THE FOLLOWING:

1. CLASS IDENTIFICATION FORM
2. INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE ELEMENTARY AND JUNIOR HIGH OR SECONDARY TEACHER IMAGE QUESTIONNAIRE
3. QUESTIONNAIRES
4. TEACHER SELF-RATING
5. SELF-ADDRESSED LARGE ENVELOPE TO BE USED TO RETURN THE MATERIALS TO THE DEPARTMENT OF RESEARCH AND DEVELOPMENT

PLEASE MAKE SURE THAT THE TEACHER COMPLETES A SELF-RATING BY FILLING OUT THE QUESTIONNAIRE LABELED "SELF" AND THAT THIS QUESTIONNAIRE IS RETURNED WITH THE CLASS IDENTIFICATION FORM.

THANK YOU,

DEPARTMENT OF RESEARCH AND DEVELOPMENT

12-2-74

DO NOT BEGIN UNLESS YOU HAVE BEEN TOLD TO DO SO.
USE A NO. 2 PENCIL ONLY.

SELF

WHAT ARE YOUR OPINIONS CONCERNING THIS TEACHER:

	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
1. Does this teacher have a thorough knowledge and understanding of his/her teaching field?	1	2	3	4	5
2. Are ideas presented at a level which you can understand?	1	2	3	4	5
3. Is this teacher fair and impartial in his/her treatment of all students in the class?	1	2	3	4	5
4. Is the classroom orderly but also relaxed and friendly?	1	2	3	4	5
5. Do you feel that this teacher likes you?	1	2	3	4	5
6. Is this class interesting and challenging?	1	2	3	4	5
7. Does this teacher show interest in and enthusiasm for the subject (does he/she appear to enjoy teaching this subject?)	1	2	3	4	5
8. Does this teacher have respect for the things you have to say in class?	1	2	3	4	5
9. Does this teacher encourage you to raise questions and express ideas in class?	1	2	3	4	5
10. Does this teacher laugh and enjoy jokes in the classroom?	1	2	3	4	5
11. Are assignments sufficiently challenging without being unreasonably long?	1	2	3	4	5
12. Is the grooming and dress of this teacher in good taste?	1	2	3	4	5
13. Is this teacher able to see things from your point of view?	1	2	3	4	5
14. Does this teacher become angry when little problems arise in the classroom?	1	2	3	4	5
15. Is this teacher patient, understanding, considerate, and courteous?	1	2	3	4	5
16. Do you feel free to give your own ideas and express your own opinions in this class?	1	2	3	4	5
17. Do you feel like you learn a lot in this class?	1	2	3	4	5
18. Does this teacher perform effectively?	1	2	3	4	5

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SECONDARY TEACHER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

TEACHER: _____

Instructions for the Student

Please do not begin until you are told to do so by the person in charge.

Write your teacher's name on the line at the upper right-hand corner of this page. Do not put your name or any other information on this page.

Please answer the questions on the other side of this sheet. After you read each question and decide on your answer, blacken in the appropriate box with a No. 2 pencil. Use the following scale when answering the questions:

1 = Never **2 = Seldom** **3 = Sometimes** **4 = Usually** **5 = Always**

EXAMPLE

		NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
A.	Is your teacher friendly?	1	2	3	■	5

If your response to this question was "Usually", you would blacken in box 4 as shown.

Be sure to blacken in only one box for each question.

Please turn the sheet over and begin answering the questions when you are told to do so.

OPTICAL SCANNING CORPORATION

CLASS IDENTIFICATION FORM

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

This form is to be completed by the teacher being rated and inserted into the large return envelope prior to administering the questionnaire. Please fill in all the requested information.

DO NOT STAPLE, FOLD, OR PAPER-CLIP.

Date: _____

Full name of Teacher being rated: _____

School: _____ Subject: _____

Hour: _____ Grade: _____

The number of students in this class who are:

Female: _____ Male: _____

Caucasian: _____ Black: _____ Other: _____

How do you perceive this class along the following dimensions? (Place an X in the appropriate space).

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
Ability					
Behavior					
Attitude					

DO NOT WRITE BELOW THIS LINE

MO. DAY YR. I.D. NUMBER BLDG.

SUBJECT HOUR GRADE FEMALES

MALES CAUCASIAN BLACK OTHER

ABILITY BEHAVIOR ATTITUDE

1

RDE - 1

OPTICAL SCANNING CORPORATION

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE
ELEMENTARY AND JUNIOR HIGH OR SECONDARY TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

A person other than the teacher being rated shall administer the Elementary and Junior High or Secondary Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have a questionnaire for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
C. Remember not to comment about the regular teacher.
D. Make sure each student has a No. 2 pencil.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Read the instructions listed on the questionnaire, exactly as written, to the class.
B. Go over the example with students.
C. Make sure the students know how to use the questionnaire properly.
D. Read each question for elementary and junior high students. (Go through the questionnaire with them. For elementary students, read each response as well as the question.)
E. Instruct students to leave a question blank if they cannot answer it.
F. Remind students to think about the whole year when responding to the questions.
G. Read the following:

"After you complete the questionnaire, I will seal all copies in an envelope addressed to the Department of Research and Development. Your teacher will receive a summary of all the answers by the students in your class. After you complete the report, sit quietly or study until all students have finished. There should be no talking."

(OVER)

SECONDARY TEACHER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

TEACHER: _____

Instructions for the Student

Please do not begin until you are told to do so by the person in charge.

Write your teacher's name on the line at the upper right-hand corner of this page. Do not put your name or any other information on this page.

Please answer the questions on the other side of this sheet. After you read each question and decide on your answer, blacken in the appropriate box with a No. 2 pencil. Use the following scale when answering the questions:

1 = Never **2 = Seldom** **3 = Sometimes** **4 = Usually** **5 = Always**

EXAMPLE

		NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
A.	Is your teacher friendly?	1	2	3	■	5

If your response to this question was "Usually", you would blacken in box 4 as shown.

Be sure to blacken in only one box for each question.

Please turn the sheet over and begin answering the questions when you are told to do so.

DC 33-178 OPTICAL SCANNING CORPORATION ©

DO NOT BEGIN UNLESS YOU HAVE BEEN TOLD TO DO SO.
USE A NO. 2 PENCIL ONLY.

WHAT ARE YOUR OPINIONS CONCERNING THIS TEACHER:	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS
1. Does this teacher have a thorough knowledge and understanding of his/her teaching field?	1	2	3	4	5
2. Are ideas presented at a level which you can understand?	1	2	3	4	5
3. Is this teacher fair and impartial in his/her treatment of all students in the class?	1	2	3	4	5
4. Is the classroom orderly but also relaxed and friendly?	1	2	3	4	5
5. Do you feel that this teacher likes you?	1	2	3	4	5
6. Is this class interesting and challenging?	1	2	3	4	5
7. Does this teacher show interest in and enthusiasm for the subject (does he/she appear to enjoy teaching this subject?)	1	2	3	4	5
8. Does this teacher have respect for the things you have to say in class?	1	2	3	4	5
9. Does this teacher encourage you to raise questions and express ideas in class?	1	2	3	4	5
10. Does this teacher laugh and enjoy jokes in the classroom?	1	2	3	4	5
11. Are assignments sufficiently challenging without being unreasonably long?	1	2	3	4	5
12. Is the grooming and dress of this teacher in good taste?	1	2	3	4	5
13. Is this teacher able to see things from your point of view?	1	2	3	4	5
14. Does this teacher become angry when little problems arise in the classroom?	1	2	3	4	5
15. Is this teacher patient, understanding, considerate, and courteous?	1	2	3	4	5
16. Do you feel free to give your own ideas and express your own opinions in this class?	1	2	3	4	5
17. Do you feel like you learn a lot in this class?	1	2	3	4	5
18. Does this teacher perform effectively?	1	2	3	4	5

I

ENCLOSURE 2

TEACHER EVALUATION FORM

(INSTRUMENT USED BY PRINCIPALS TO RATE TEACHERS)

KALAMAZOO PUBLIC SCHOOLS
Teacher Evaluation Form

1st appraisal _____
2nd appraisal _____
3rd appraisal _____
4th appraisal _____

Teacher _____ Subject or Grade _____

School _____ Principal _____ Date _____

Rating scale defined:
POOR - unacceptable performance
FAIR - needs improvement -- does not meet minimum performance requirements
SATISFACTORY - meets performance requirements
GOOD - exceeds performance requirements
EXCELLENT - far exceeds performance requirements

Based on your (principal's) appraisal of this teacher's performance, check the appropriate response. (If you believe a certain criterion does not apply, do not check a response category):

	Poor	Fair	Sat.	Good	Exc.
A. PROFESSIONAL PERFORMANCE					
1. Shows cooperation	___	___	___	___	___
2. Displays a positive relationship with faculty	___	___	___	___	___
3. Demonstrates effective daily preparation	___	___	___	___	___
4. Reacts rationally to constructive criticism	___	___	___	___	___
5. Demonstrates initiative and resourcefulness	___	___	___	___	___
6. Exhibits flexibility in meeting changes	___	___	___	___	___
7. Displays promptness and dependability	___	___	___	___	___
B. BEHAVIOR TOWARD PUPILS					
1. Shows interest in pupils	___	___	___	___	___
2. Solicits pupils' points of view	___	___	___	___	___
3. Secures cooperation of pupils	___	___	___	___	___
C. SCHOLARSHIP					
1. Demonstrates knowledge of subject matter	___	___	___	___	___
2. Demonstrates skills in applying knowledge	___	___	___	___	___
D. CLASSROOM PERFORMANCE					
1. Exhibits effective classroom control and management	___	___	___	___	___
2. Handles problems of discipline effectively	___	___	___	___	___
3. Adapts materials to needs and interests of students	___	___	___	___	___
4. Gives definite, reasonable assignments	___	___	___	___	___
5. Demonstrates skill in directing supervised study	___	___	___	___	___
6. Provides individual assistance to students	___	___	___	___	___
7. Uses a variety of learning experiences	___	___	___	___	___
8. Uses a variety of instructional materials	___	___	___	___	___

	Poor	Fair	Sat.	Good	Exc.
9. Displays an awareness of the emotional atmosphere of the classroom					
10. Identifies learning opportunities					
11. Involves pupils in planning					
12. Provides for individual differences					
13. Diagnoses pupil needs accurately					
14. Evaluates pupil progress effectively					

E. PERSONAL BEHAVIOR

1. Shows enthusiasm and interest					
2. Demonstrates emotional stability					
3. Exhibits poise and self-confidence					
4. Displays a willingness to share ideas and materials					
5. Exhibits a willingness to seek help when needed					

F. EFFECTIVENESS

1. What is your overall evaluation of this teacher's effectiveness? (This is not necessarily based on the average of the preceding criteria.)					

G. EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY: (Be specific)
(If necessary, attach another page)

H. SPECIFIC SUGGESTIONS FOR IMPROVEMENT

I. TEACHING IN:

____ Major Certificated Area
____ Minor Certificated Area
____ Other (explain below)

_____

_____

J. Approximate number of students in class _____

K. Is the physical setting and room size adequate? _____

L. Number of different teacher preparations _____

Disposition recommended:

a. Reemploy ____ c. Extend probation one year ____ e. Place on Tenure ____

b. Terminate ____ d. Do not place on tenure ____

A conference regarding this appraisal must be held with the teacher. The signature does not necessarily indicate agreement with above appraisal; but indicates he/she has seen it. The teacher may attach a memo explaining his or her disagreement regarding any aspect of this evaluation.

_____ Teacher's Signature

_____ Principal's Signature

For Employee Relations Division Use:

Date tenure granted _____

ENCLOSURE 3

PEER IMAGE QUESTIONNAIRE

CHECK LIST

FOR

PEER IMAGE QUESTIONNAIRE

THIS PACKET SHOULD CONTAIN THE FOLLOWING:

1. INSTRUCTIONS FOR USING THE PEER IMAGE QUESTIONNAIRE
2. PEER IMAGE QUESTIONNAIRES
3. SELF-ADDRESSED ENVELOPE TO BE USED TO RETURN MATERIALS TO THE DEPARTMENT OF RESEARCH AND DEVELOPMENT

THE TEACHER BEING RATED IS TO RATE HIMSELF ON THE PEER IMAGE QUESTIONNAIRE LABELED "SELF." THESE SELF-RATINGS ARE TO BE RETURNED WITH THE OTHER PEER IMAGE QUESTIONNAIRES TO THE DEPARTMENT OF RESEARCH AND DEVELOPMENT VIA THE ENCLOSED ENVELOPE.

IF ANY PROBLEMS ARISE, PLEASE CONTACT ME.

THANK YOU,

DAVID E. BARTZ
DEPARTMENT OF RESEARCH AND DEVELOPMENT

2-13-75

DO NOT WRITE IN THIS AREA

- PLEASE USE A NUMBER TWO PENCIL
- BLACKEN ONLY ONE BOX FOR EACH ITEM
- ERASE ERRORS COMPLETELY

SELF

RATING KEY

1 = poor
2 = fair
3 = average
4 = good
5 = excellent

WHAT IS YOUR OPINION CONCERNING THIS PERSON'S:

1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1 2 3 4 5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1 2 3 4 5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1 2 3 4 5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of her/his field?)	1 2 3 4 5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1 2 3 4 5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1 2 3 4 5
7. FLEXIBILITY: (Is this person able to adjust readily to changes in plans or procedures?)	1 2 3 4 5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1 2 3 4 5
9. OPENNESS: (Is this person considerate of divergent views?)	1 2 3 4 5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1 2 3 4 5
11. FAIRNESS: (Does this person treat others in an unbiased and impartial manner?)	1 2 3 4 5
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1 2 3 4 5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1 2 3 4 5
14. SENSE OF BELONGING: (Is this person an integral part of the faculty?)	1 2 3 4 5
15. OBJECTIVITY: (Is this person objective in her/his relations with all associates?)	1 2 3 4 5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1 2 3 4 5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1 2 3 4 5
18. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1 2 3 4 5
19. LEADERSHIP: (To what extent does this person take initiative in professional matters?)	1 2 3 4 5
20. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1 2 3 4 5
21. COOPERATIVENESS: (Does this person work cooperatively with you to resolve problems?)	1 2 3 4 5
22. APPEARANCE: (Are this person's grooming and attire in good taste?)	1 2 3 4 5
23. EVALUATION: (What is your overall opinion of this person as a fellow educator?)	1 2 3 4 5

11
RDE-6

OPTICAL SCANNING CORPORATION

PEER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

Name of person being rated: _____

Instructions

Please write the name of the person being rated on the line at the upper right - hand corner of this page. Do not give your name; all responses are confidential. If you feel unable to respond to a question, please leave it blank.

Your responses to this questionnaire, along with the responses of others, will be used to prepare an image profile that represents how the person being rated is perceived by her/his associates. The image profile will be given to the person being rated.

Please answer the questions on the other side of this sheet by blackening in the appropriate box with a No. 2 pencil. Blacken only one box for each question, and erase all errors completely. The following scale should be used in answering the questions:

1 = Poor **2 = Fair** **3 = Average** **4 = Good** **5 = Excellent**

Turn the page over and begin.

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

INSTRUCTIONS FOR USING THE PEER IMAGE QUESTIONNAIRE

In reference to the number of teachers who should rate a given peer, please use the following as a guideline:

> At least five, but not more than fifteen, fellow teachers are to compose the peer group that will rate a teacher. Each teacher is to submit to the principal a list of peers who are knowledgeable of his/her behaviors. The principal makes the final decision regarding which peers rate a given teacher.

Other steps to follow regarding the use of the Peer Image Questionnaire are:

1. Personnel from the principal's office are responsible for distributing the Questionnaires.

2. The principal will appoint a person (preferably a teacher) to collect the Questionnaires for a given teacher and return them to the Department of Research and Development via the large enclosed return envelope.

3. The Questionnaires are to be returned to the Department of Research and Development within one week after they have been given to the respondents.

Any questions or problems concerning peer ratings should be referred to the Department of Research and Development.

PEER IMAGE QUESTIONNAIRE

KALAMAZOO PUBLIC SCHOOLS

Department of Research and Development

Name of person being rated: _____

Instructions

Please write the name of the person being rated on the line at the upper right - hand corner of this page. Do not give your name; all responses are confidential. If you feel unable to respond to a question, please leave it blank.

Your responses to this questionnaire, along with the responses of others, will be used to prepare an image profile that represents how the person being rated is perceived by her/his associates. The image profile will be given to the person being rated.

Please answer the questions on the other side of this sheet by blackening in the appropriate box with a No. 2 pencil. Blacken only one box for each question, and erase all errors completely. The following scale should be used in answering the questions:

1 = Poor **2 = Fair** **3 = Average** **4 = Good** **5 = Excellent**

Turn the page over and begin.

DO NOT WRITE IN THIS AREA | P | A | T | C | S |

- PLEASE USE A NUMBER TWO PENCIL
- BLACKEN ONLY ONE BOX FOR EACH ITEM
- ERASE ERRORS COMPLETELY

RATING KEY

1 = poor
2 = fair
3 = average
4 = good
5 = excellent

WHAT IS YOUR OPINION CONCERNING THIS PERSON'S:

1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1 2 3 4 5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1 2 3 4 5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1 2 3 4 5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of her/his field?)	1 2 3 4 5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1 2 3 4 5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1 2 3 4 5
7. FLEXIBILITY: (Is this person able to adjust rapidly to changes in plans or procedures?)	1 2 3 4 5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1 2 3 4 5
9. OPENNESS: (Is this person considerate of divergent views?)	1 2 3 4 5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1 2 3 4 5
11. FAIRNESS: (Does this person treat others in an unbiased and impartial manner?)	1 2 3 4 5
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1 2 3 4 5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1 2 3 4 5
14. SENSE OF BELONGING: (Is this person an integral part of the faculty?)	1 2 3 4 5
15. OBJECTIVITY: (Is this person objective in her/his relations with all associates?)	1 2 3 4 5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1 2 3 4 5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1 2 3 4 5
18. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1 2 3 4 5
19. LEADERSHIP: (To what extent does this person take initiative in professional matters?)	1 2 3 4 5
20. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1 2 3 4 5
21. COOPERATIVENESS: (Does this person work cooperatively with you to resolve problems?)	1 2 3 4 5
22. APPEARANCE: (Are this person's grooming and attire in good taste?)	1 2 3 4 5
23. EVALUATION: (What is your overall opinion of this person as a fellow educator?)	1 2 3 4 5

© NATIONAL COMPUTER SYSTEMS, OPTICAL SCANNING CORPORATION

SCHOOL: ANY SCHOOL DISTRICT

PEER IMAGE QUESTIONNAIRE

DATE ANALYZED: ANY DATE

NAME: ANY TEACHER
BUILDING: ANY SCHOOL BUILDING

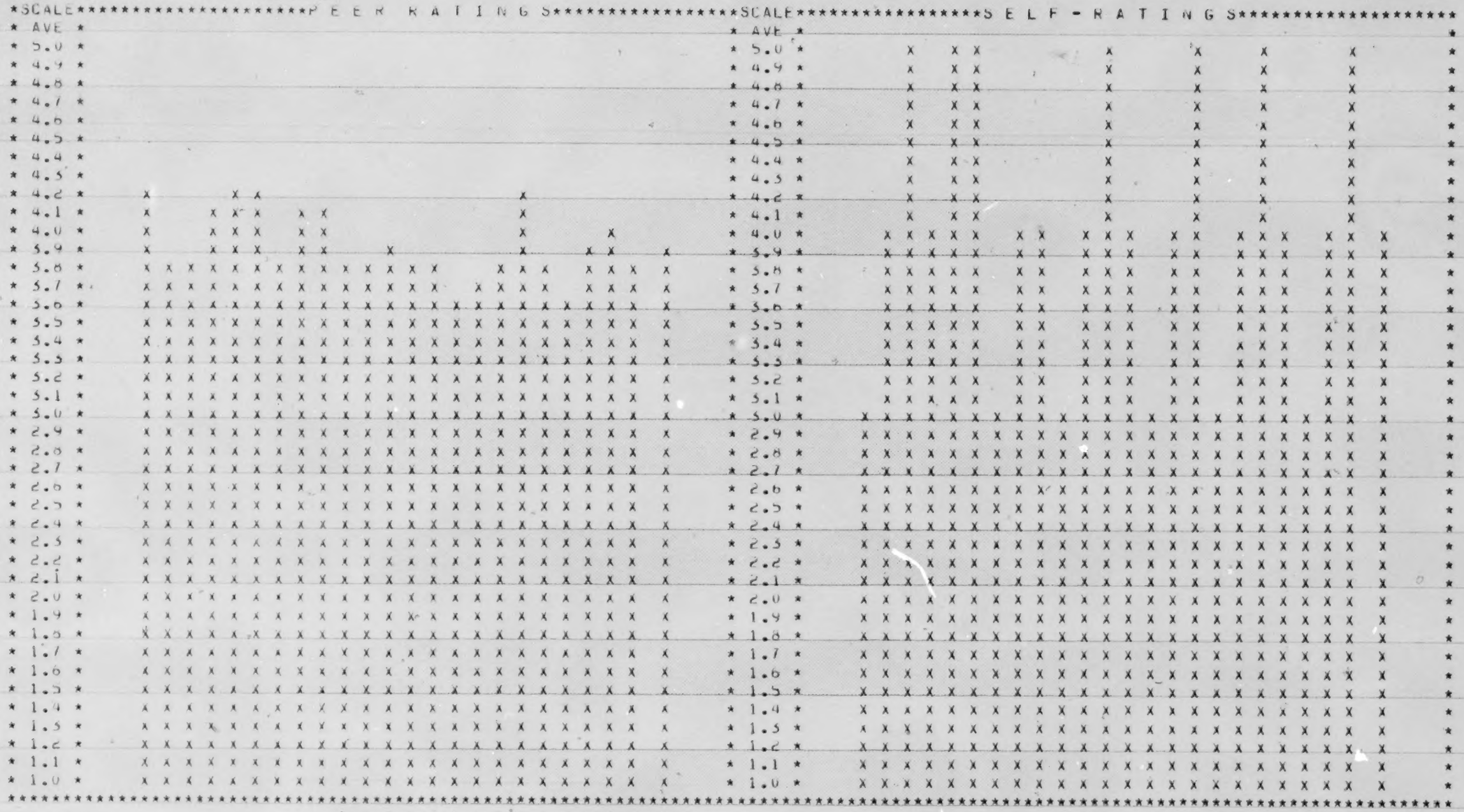
ITEMS	AVERAGE RESPONSE	NUMBER RESPONDING	NO RESPONSE	SELF-RATING
1. VERBAL FLUENCY: (DOES THIS PERSON EXPRESS IDEAS SMOOTHLY? IS THIS PERSON ARTICULATE?)	4.15	13.00	.00	5.00
2. CONSIDERATION OF OTHERS: (IS THIS PERSON PATIENT, UNDERSTANDING, CONSIDERATE AND COURTEOUS?)	3.77	13.00	.00	4.00
3. ATTITUDE TOWARD JOB: (DOES THIS PERSON SHOW INTEREST AND ENTHUSIASM TOWARD WORK?)	3.77	13.00	.00	5.00
4. TECHNICAL COMPETENCE: (DOES THIS PERSON HAVE A THOROUGH KNOWLEDGE AND UNDERSTANDING OF HER/HIS FIELD?)	4.08	13.00	.00	4.00
5. ACHIEVEMENT DRIVE: (DOES THIS PERSON HAVE THE INITIATIVE AND PERSISTENCE NEEDED TO ACCOMPLISH MEANINGFUL GOALS?)	4.15	13.00	.00	5.00
6. SUPPORTIVENESS: (DOES THIS PERSON SUPPORT THE FACULTY AND THE SCHOOL ONCE DECISIONS ARE MADE?)	4.15	13.00	.00	5.00
7. FLEXIBILITY: (IS THIS PERSON ABLE TO ADJUST RAPIDLY TO CHANGE IN PLANS OR PROCEDURES?)	3.77	13.00	.00	5.00
8. CONTRIBUTION: (DOES THIS PERSON CONTRIBUTE HIS/HER SHARE OF TIME AND ENERGY TO FACULTY ACTIVITIES AND CONCERNS?)	4.08	13.00	.00	4.00
9. OPENNESS: (IS THIS PERSON CONSIDERATE OF DIVERGENT VIEWS?)	4.08	13.00	.00	4.00
10. INNOVATIVENESS: (IS THIS PERSON WILLING TO TRY NEW APPROACHES OR METHODS?)	3.85	13.00	.00	5.00
11. FAIRNESS: (DOES THIS PERSON TREAT OTHERS IN AN UNBIASED AND IMPARTIAL MANNER?)	3.85	13.00	.00	4.00
12. MAINTENANCE OF STAFF MORALE: (DOES THIS PERSON CONTRIBUTE TO THE FEELING OF UNITY AND ENTHUSIASM AMONG THE STAFF?)	3.92	13.00	.00	5.00
13. SENSE OF HUMOR: (DOES THIS PERSON DEMONSTRATE A SENSE OF HUMOR AT APPROPRIATE TIMES?)	3.85	13.00	.00	4.00
14. SENSE OF BELONGING: (IS THIS PERSON AN INTEGRAL PART OF THE FACULTY?)	3.77	13.00	.00	3.00
15. OBJECTIVITY: (IS THIS PERSON OBJECTIVE IN HER/HIS RELATIONS WITH ALL ASSOCIATES?)	3.62	13.00	.00	4.00
16. AWARENESS: (TO WHAT EXTENT IS THIS PERSON CONSCIOUS OF THE PROBLEMS THAT EXIST IN ALL AREAS?)	3.69	13.00	.00	5.00
17. SELF CONTROL: (DOES THIS PERSON USE HIS/HER EMOTIONS TO GOOD ADVANTAGE?)	3.85	13.00	.00	3.00
18. PROFESSIONALISM: (TO WHAT EXTENT DOES THIS PERSON CONTRIBUTE TO THE ADVANCEMENT OF EDUCATION?)	4.23	13.00	.00	4.00
19. LEADERSHIP: (TO WHAT EXTENT DOES THIS PERSON TAKE INITIATIVE IN PROFESSIONAL MATTERS?)	3.85	13.00	.00	5.00
20. DEPENDABILITY: (IS THIS PERSON PROMPT, ACCURATE, AND DOES HE/SHE FOLLOW THROUGH IN RELATIONSHIPS WITH YOU?)	3.62	13.00	.00	4.00
21. COOPERATIVENESS: (DOES THIS PERSON WORK COOPERATIVELY WITH YOU TO RESOLVE PROBLEMS?)	3.92	13.00	.00	5.00
22. APPEARANCE: (ARE THIS PERSON'S GROOMING AND ATTIRE IN GOOD TASTE?)	4.00	13.00	.00	4.00
23. EVALUATION: (WHAT IS YOUR OVERALL OPINION OF THIS PERSON AS A FELLOW EDUCATOR?)	3.85	13.00	.00	5.00
AVERAGE OF ABOVE 23 ITEMS	3.91	299.00	.00	4.04

SCHOOL: ANY SCHOOL DISTRICT

T E A C H E R P R O F I L E

ANALYSIS DATE: ANY DATE

NAME: ANY TEACHER
BUILDING: ANY SCHOOL BUILDING



ITEMS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	AVE
ITEMS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	AVE

TEACHERS ARE TO HAVE A CONFERENCE WITH THEIR PRINCIPAL TO DISCUSS THESE RESULTS. THE TEACHER'S SELF-RATING COUPLED WITH THE PEER RATINGS FORM THE BASIS TO IDENTIFY DISCREPANCIES. BY ASCERTAINING THE STRENGTHS AND WEAKNESSES OF THE TEACHER'S PERFORMANCE, THE TEACHER AND PRINCIPAL CAN IDENTIFY AREAS WHERE POSITIVE CHANGE IS DESIRABLE. THE AVERAGE RESPONSE ON EACH ITEM IS GENERATED BY ASSIGNING EACH CATEGORY A NUMERICAL VALUE. THEY ARE ASSIGNED AS FOLLOWS; POOR = 1, FAIR = 2, AVERAGE = 3, GOOD = 4, AND EXCELLENT = 5. THE SUM OF THE RESPONSES DIVIDED BY THE NUMBER OF RESPONSES EQUALS THE AVERAGE RESPONSE.

ENCLOSURE 4

PARENT OPINION QUESTIONNAIRE

(USED AT THE ELEMENTARY LEVEL)

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

PARENT SURVEY

April, 1976

DIRECTIONS:

The purpose of this questionnaire is to find out what your opinions are as a parent concerning certain aspects of your children's education. Parents may not be able to accurately evaluate all parts of the school system. However, your opinions as a parent are very important as a source of information for helping the school system make decisions about educating your children.

Please respond to each statement by placing a mark (X) in the appropriate blank. If you have more than one child at this school, base your answers on a combination of their experiences.

	NEVER	SELDOM	SOMETIMES	USUALLY	ALWAYS	NOT SURE
1. My children like going to this school building.	____	____	____	____	____	____
2. The principal of this building is a good administrator.	____	____	____	____	____	____
3. People who work at this school building are sincerely concerned about how well my children are doing in school.	____	____	____	____	____	____
4. I am pleased with the education my children are receiving at this school building.	____	____	____	____	____	____
5. William Coats, superintendent, does a good job of administering the school system. (If you have children at more than one building, answer this statement at only one building.)	____	____	____	____	____	____

PLEASE TURN THIS PAGE OVER--
CONTINUED ON BACK

Please list below the names of your children's teachers at this building. Then rate how good a teacher you think each is by circling the word which best describes your opinion.

TEACHER'S NAME	RATING					
_____ _____	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	UNCERTAIN
_____ _____	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	UNCERTAIN
_____ _____	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	UNCERTAIN
_____ _____	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	UNCERTAIN
_____ _____	POOR	FAIR	AVERAGE	GOOD	EXCELLENT	UNCERTAIN

If you wish, please list below any comments you have about people or programs at this building.

ENCLOSURE 5

Student Achievement Data

A. Teacher List Report of the Metropolitan Achievement Test Results

B. List Report of Pupil Scores for Student Mastery of G.O.T. Performance Objectives and an Explanation of How To Interpret the Printout

ENCLOSURE 5-A

Teacher List Report of the Metropolitan Achievement Test Results

NOTE: GROWTH SUMMARIES INCLUDE ONLY STUDENTS PRESENT AT BOTH PRETEST AND POSTTEST.

KALAMAZOO PUBLIC SCHOOLS
DEPARTMENT OF RESEARCH AND DEVELOPMENT

TEACHER:

TEACHER LIST REPORT OF THE METROPOLITAN ACHIEVEMENT TEST RESULTS FOR 1973-74

GRADE: 3

SCHOOL:

STUDENT NUMBER	STUDENT NAME	ETHNIC ORIGIN	SUBTEST: WORD KNOWLEDGE PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN	SUBTEST: WORD ANALYSIS PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN
652037		BLACK	16	2.2	35	4.1	1.9	0.6	19	2.2				
651250		WHITE	39	5.6	42	5.2	-0.4	1.5	33	4.1				
641049		WHITE	17	2.3	21	3.0	0.7	0.6	20	2.3				
641244		WHITE	22	2.5	24	3.2	0.7	0.7	24	2.7				
652283		WHITE	38	4.5	44	5.8	1.3	1.2	35	5.5				
641730		WHITE	38	4.5	43	5.4	0.9	1.2	35	5.5				
651252		WHITE	36	3.8	41	5.0	1.2	1.0	34	4.7				
651475		WHITE	25	2.6	39	4.5	1.9	0.7	23	2.6				
652285		WHITE	38	4.5	43	5.4	0.9	1.2	33	4.1				
642662		WHITE	39	5.6	44	5.8	0.2	1.5	35	5.5				
641003		WHITE	39	5.6	48	8.4	2.8	1.5	32	3.8				
652294		WHITE	37	4.1	44	5.8	1.7	1.1	34	4.7				
652688		WHITE	24	2.6	24	3.2	0.6	0.7	22	2.5				
651011		WHITE	35	3.7	39	4.5	0.8	1.0	31	3.6				
662371		BLACK	35	3.7	48	8.4	4.7	1.0	34	4.7				
651265		WHITE	38	4.5	47	7.3	2.8	1.2	33	4.1				
651755		WHITE	38	4.5	39	4.5	0.0	1.2	33	4.1				
642052		WHITE	33	3.4	42	5.2	1.8	0.9	28	3.1				
651013		WHITE	21	2.5	39	4.5	2.0	0.7	23	2.6				
652527		BLACK	11	1.9	16	2.5	0.6	0.5	15	2.0				
642058		WHITE	34	3.5	40	4.8	1.3	0.9	32	3.8				
652006		WHITE	38	4.5	46	6.7	2.2	1.2	28	3.1				
642423		BLACK	13	2.0	18	2.7	0.7	0.5	16	2.0				
652299		WHITE	36	3.8	40	4.8	1.0	1.0	26	2.9				
651705		WHITE	7	1.5	14	2.3	0.8	0.4	12	1.7				
651486		BLACK	26	2.7	40	4.8	2.1	0.7	22	2.5				
643763		WHITE	25	2.6	34	3.9	1.3	0.7	14	1.9				
631581		BLACK	7	1.5	14	2.3	0.8	0.4	11	1.6				
652007		WHITE	30	3.1	36	4.1	1.0	0.8	23	2.6				
SUMMARY FOR MINORITY STUDENTS	MEAN RAW SCORE		18		29				20					
	GRADE EQUIV OF MEAN RAW SCORE		2.3			3.5	1.2	0.6		2.3				
	NUMBER OF STUDENTS IN SUMMARY		6						6					
SUMMARY FOR NON-MINORITY STUDENTS	MEAN RAW SCORE		32		38				28					
	GRADE EQUIV OF MEAN RAW SCORE		3.3			4.4	1.1	0.9		3.1				
	NUMBER OF STUDENTS IN SUMMARY		23						23					
SUMMARY FOR ALL STUDENTS	MEAN RAW SCORE		29		36				26					
	GRADE EQUIV OF MEAN RAW SCORE		3.0			4.1	1.1	0.8		2.9				
	NUMBER OF STUDENTS IN SUMMARY		29						29					

NOTE: GROWTH SUMMARIES INCLUDE ONLY STUDENTS PRESENT AT BOTH PRETEST AND POSTTEST.

KALAMAZOO PUBLIC SCHOOLS
DEPARTMENT OF RESEARCH AND DEVELOPMENT

TEACHER:

TEACHER LIST REPORT OF THE METROPOLITAN ACHIEVEMENT TEST RESULTS FOR 1973-74

GRADE: 3

SCHOOL:

STUDENT NUMBER	STUDENT NAME	ETHNIC ORIGIN	SUBTEST: READING PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN	SUBTEST: TOTAL READING PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN
652037		BLACK	21	2.3	19	3.0	0.7	0.6	37	2.3	54	3.5	1.2	0.6
651250		WHITE	39	3.5	39	6.9	3.4	0.9	78	4.1	81	6.0	1.9	1.1
641049		WHITE	14	1.7	18	2.9	1.2	0.5	31	2.1	39	2.9	0.8	0.6
641244		WHITE	22	2.4	26	3.9	1.5	0.6	44	2.4	50	3.4	1.0	0.6
652283		WHITE	44	6.9	40	7.5	0.6	1.8	82	6.0	84	6.6	0.6	1.6
641730		WHITE	41	3.9	34	5.4	1.5	1.0	79	4.3	77	5.3	1.0	1.1
651252		WHITE	40	3.6	36	5.9	2.3	1.0	76	3.7	77	5.3	1.6	1.0
651475		WHITE	16	1.9	26	3.9	2.0	0.5	41	2.3	65	4.2	1.9	0.6
652285		WHITE	43	5.4	42	9.0	3.6	1.4	81	5.2	85	6.9	1.7	1.4
642662		WHITE	42	4.4	35	5.7	1.3	1.2	81	5.2	79	5.6	0.4	1.4
641003		WHITE	43	5.4	41	8.0	2.6	1.4	82	6.0	89	8.4	2.4	1.6
652294		WHITE	43	5.4	39	6.9	1.5	1.4	80	4.5	83	6.4	1.9	1.2
652488		WHITE	25	2.6	24	3.6	1.0	0.7	49	2.5	48	3.3	0.8	0.7
651011		WHITE	36	3.2	40	7.5	4.3	0.9	71	3.4	79	5.6	2.2	0.9
642371		BLACK	42	4.4	42	9.0	4.6	1.2	77	3.8	90	9.6	5.8	1.0
651285		WHITE	43	5.4	43	9.9	4.5	1.4	81	5.2	90	9.6	4.4	1.4
651755		WHITE	34	3.0	35	5.7	2.7	0.8	72	3.4	74	5.0	1.6	0.9
642052		WHITE	40	3.6	36	5.9	2.3	1.0	73	3.5	78	5.5	2.0	0.9
651013		WHITE	18	2.1	20	3.2	1.1	0.6	39	2.3	59	3.8	1.5	0.6
652527		BLACK	17	2.0	12	2.2	0.2	0.5	28	1.9	28	2.3	0.4	0.5
642058		WHITE	41	3.9	38	6.5	2.6	1.0	75	3.6	78	5.5	1.9	1.0
652006		WHITE	43	5.4	41	8.0	2.6	1.4	81	5.2	87	7.6	2.4	1.4
642423		BLACK	12	1.5	14	2.4	0.9	0.4	25	1.8	32	2.5	0.7	0.5
652259		WHITE	41	3.9	32	4.9	1.0	1.0	77	3.8	72	4.8	1.0	1.0
651705		WHITE	19	2.2	14	2.4	0.2	0.6	26	1.8	28	2.3	0.5	0.5
651486		BLACK	27	2.7	29	4.3	1.6	0.7	53	2.6	69	4.5	1.9	0.7
643763		WHITE	28	2.7	19	3.0	0.3	0.7	53	2.6	53	3.5	0.9	0.7
631581		BLACK	12	1.5	8	1.6	0.1	0.4	19	1.5	22	2.0	0.5	0.4
652007		WHITE	39	3.5	35	5.7	2.2	0.9	69	3.3	71	4.6	1.3	0.9
SUMMARY FOR MINORITY STUDENTS	MEAN RAW SCORE		22		21				40		49			
	GRADE EQUIV OF MEAN RAW SCORE		2.4			3.3	0.9	0.6		2.3		3.3	1.0	0.6
	NUMBER OF STUDENTS IN SUMMARY		5						6					
SUMMARY FOR NON-MINORITY STUDENTS	MEAN RAW SCORE		35		33				66		71			
	GRADE EQUIV OF MEAN RAW SCORE		3.1			5.1	2.0	0.8		3.1		4.6	1.5	0.8
	NUMBER OF STUDENTS IN SUMMARY		23						23					
SUMMARY FOR ALL STUDENTS	MEAN RAW SCORE		32		30				61		66			
	GRADE EQUIV OF MEAN RAW SCORE		2.9			4.5	1.6	0.8		2.9		4.3	1.4	0.8
	NUMBER OF STUDENTS IN SUMMARY		29						29					

NOTE: GROWTH SUMMARIES INCLUDE ONLY STUDENTS PRESENT AT BOTH PRETEST AND POSTTEST.

KALAMAZOO PUBLIC SCHOOLS
DEPARTMENT OF RESEARCH AND DEVELOPMENT

TEACHER:

TEACHER LIST REPORT OF THE METROPOLITAN ACHIEVEMENT TEST RESULTS FOR 1973-74

SCHOOL:

GRADE: 3

STUDENT NUMBER	STUDENT NAME	ETHNIC ORIGIN	SUBTEST: LANGUAGE PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN	SUBTEST: SPELLING PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN
652037		BLACK	TEST		38	5.9								
651250		WHITE	WAS		45	8.7			14	2.4	18	3.1	0.7	0.6
641049		WHITE	NOT		29	4.5			27	3.4	31	4.4	1.0	0.9
641244		WHITE	GIVEN		39	6.2			10	2.2	15	3.0	0.8	0.6
652283		WHITE			45	8.7			13	2.3	19	3.3	1.0	0.6
									30	5.1	38	6.0	0.9	1.4
641730		WHITE			44	8.0								
651252		WHITE			44	8.0			30	5.1	40	8.1	3.0	1.4
651475		WHITE			26	4.0			29	4.3	40	8.1	3.8	1.1
652285		WHITE			43	7.6			14	2.4	22	3.4	1.0	0.6
642662		WHITE			45	8.7			29	4.3	40	8.1	3.8	1.1
									30	5.1	35	5.0	-0.1	1.4
641003		WHITE			43	7.6								
652294		WHITE			40	6.4			30	5.1	38	6.0	0.9	1.4
652688		WHITE			33	5.0			30	5.1	40	8.1	3.0	1.4
651011		WHITE			38	5.9			6	1.9	13	2.8	0.9	0.5
662371		BLACK			42	7.2			24	3.0	34	4.8	1.8	0.8
									29	4.3	39	6.7	2.4	1.1
651265		WHITE			48	9.9								
651755		WHITE			41	7.0			30	5.1	40	8.1	3.0	1.4
642052		WHITE			35	5.3			28	3.7	36	5.2	1.5	1.0
651013		WHITE			32	4.8			22	2.9	30	4.3	1.4	0.8
652527		BLACK			21	3.4			14	2.4	27	3.9	1.5	0.6
									7	2.0	4	2.2	0.2	0.5
642058		WHITE			46	9.6								
652006		WHITE			42	7.2			29	4.3	37	5.6	1.3	1.1
642423		BLACK			27	4.1			24	3.0	37	5.6	2.6	0.8
652299		WHITE			40	6.4			5	1.7	13	2.8	1.1	0.5
651705		WHITE			25	3.9			28	3.7	34	4.8	1.1	1.0
									7	2.0	4	2.2	0.2	0.5
651486		BLACK			26	4.0								
643763		WHITE			29	4.5			23	3.0	31	4.4	1.4	0.8
631581		BLACK			20	3.3			13	2.3	16	3.0	0.7	0.6
652007		WHITE			44	8.0					1	1.5		
									11	2.3	20	3.3	1.0	0.6
SUMMARY FOR MINORITY STUDENTS	MEAN RAW SCORE				29				16		21			
	GRADE EQUIV OF MEAN RAW SCORE					4.5				2.5		3.4	0.9	0.7
	NUMBER OF STUDENTS IN SUMMARY	6							5					
SUMMARY FOR NON-MINORITY STUDENTS	MEAN RAW SCORE				39				22		30			
	GRADE EQUIV OF MEAN RAW SCORE					6.2				2.9		4.3	1.4	0.8
	NUMBER OF STUDENTS IN SUMMARY	23							23					
SUMMARY FOR ALL STUDENTS	MEAN RAW SCORE				37				21		28			
	GRADE EQUIV OF MEAN RAW SCORE					5.6				2.8		4.1	1.3	0.7
	NUMBER OF STUDENTS IN SUMMARY	29							28					

NOTE: GROWTH SUMMARIES INCLUDE ONLY STUDENTS PRESENT AT BOTH PRETEST AND POSTTEST.

KALAMAZOO PUBLIC SCHOOLS
DEPARTMENT OF RESEARCH AND DEVELOPMENT

TEACHER:

TEACHER LIST REPORT OF THE METROPOLITAN ACHIEVEMENT TEST RESULTS FOR 1973-74

SCHOOL:

GRADE: 3

STUDENT NUMBER	STUDENT NAME	ETHNIC ORIGIN	SUBTEST: MATH COMPUTATION PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN	SUBTEST: PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN
652037		BLACK	13	2.2	33	5.3	3.1	0.6	28	3.1	24	4.0	0.9	0.8
651250		WHITE	26	3.6	26	4.2	0.6	1.0	33	4.0	37	7.7	3.7	1.1
641049		WHITE	18	2.7	21	3.7	1.0	0.7	23	2.6	21	3.7	1.1	0.7
641244		WHITE	28	4.0	30	4.7	0.7	1.1	34	4.2	33	6.1	1.9	1.1
652283		WHITE	32	5.5	39	8.1	2.6	1.5	38	6.5	40	9.9	3.4	1.7
641730		WHITE	28	4.0	39	8.1	4.1	1.1	32	3.8	34	6.3	2.5	1.0
651252		WHITE	27	3.8	40	9.9	6.1	1.0	33	4.0	37	7.7	3.7	1.1
651475		WHITE	17	2.6	39	8.1	5.5	0.7	32	3.8	35	6.7	2.9	1.0
652285		WHITE	24	3.3	37	6.7	3.4	0.9	30	3.4	36	7.3	3.9	0.9
642662		WHITE	27	3.8	38	7.1	3.3	1.0	36	4.9	33	6.1	1.2	1.3
641003		WHITE	24	3.3	35	5.9	2.6	0.9	34	4.2	37	7.7	3.5	1.1
652294		WHITE	20	2.9	36	6.2	3.3	0.8	30	3.4	31	5.5	2.1	0.9
652688		WHITE	18	2.7	35	5.9	3.2	0.7	25	2.8	34	6.3	3.5	0.7
651011		WHITE	14	2.3	32	5.1	2.8	0.6	29	3.3	32	5.7	2.4	0.9
662371		BLACK	16	2.5	32	5.1	2.6	0.7	24	2.7	31	5.5	2.8	0.7
651265		WHITE	28	4.0	38	7.1	3.1	1.1	38	6.5	38	8.3	1.8	1.7
651755		WHITE	30	4.5	38	7.1	2.6	1.2	36	4.9	35	6.7	1.8	1.3
642052		WHITE	16	2.5	34	5.5	3.0	0.7	21	2.4	27	4.6	2.2	0.6
651013		WHITE	19	2.8	27	4.3	1.5	0.7	24	2.7	24	4.0	1.3	0.7
652527		BLACK	11	2.0	13	2.8	0.8	0.5	16	1.9	13	2.8	0.9	0.5
642058		WHITE	25	3.4	39	8.1	4.7	0.9	37	5.6	38	8.3	2.7	1.5
652006		WHITE	33	6.3	40	9.9	3.6	1.7	34	4.2	36	7.3	3.1	1.1
642423		BLACK	13	2.2	26	4.2	2.0	0.6	20	2.3	15	3.0	0.7	0.6
652299		WHITE	26	3.6	33	5.3	1.7	1.0	31	3.6	34	6.3	2.7	1.0
651705		WHITE	17	2.6	26	4.2	1.6	0.7	20	2.3	22	3.8	1.5	0.6
651486		BLACK	11	2.0	37	6.7	4.7	0.5	24	2.7	29	5.1	2.4	0.7
643763		WHITE	24	3.3	31	4.9	1.6	0.9	27	3.0	25	4.2	1.2	0.8
631581		BLACK	10	1.9	22	3.8	1.9	0.5	13	1.6	13	2.8	1.2	0.4
652007		WHITE	26	3.6	38	7.1	3.5	1.0	36	4.9	34	6.3	1.4	1.3
SUMMARY FOR MINORITY STUDENTS	MEAN RAW SCORE		12		27				21		21			
	GRADE EQUIV OF MEAN RAW SCORE		2.1			4.3	2.2	0.6		2.4		3.7	1.3	0.6
	NUMBER OF STUDENTS IN SUMMARY		6						6					
SUMMARY FOR NON-MINORITY STUDENTS	MEAN RAW SCORE		24		34				31		33			
	GRADE EQUIV OF MEAN RAW SCORE		3.3			5.5	2.2	0.9		3.6		6.1	2.5	1.0
	NUMBER OF STUDENTS IN SUMMARY		23						23					
SUMMARY FOR ALL STUDENTS	MEAN RAW SCORE		21		33				29		30			
	GRADE EQUIV OF MEAN RAW SCORE		3.0			5.3	2.3	0.8		3.3		5.2	1.9	0.9
	NUMBER OF STUDENTS IN SUMMARY		29						29					

NOTE: GROWTH SUMMARIES INCLUDE ONLY STUDENTS PRESENT AT BOTH PRETEST AND POSTTEST.

KALAMAZOO PUBLIC SCHOOLS
DEPARTMENT OF RESEARCH AND DEVELOPMENT

TEACHER:

TEACHER LIST REPORT OF THE METROPOLITAN ACHIEVEMENT TEST RESULTS FOR 1973-74

GRADE: 3

SCHOOL:

STUDENT NUMBER	STUDENT NAME	ETHNIC ORIGIN	SUBTEST: MATH PROBLEM SOLVING PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN	SUBTEST: TOTAL MATH PRETEST RAW SCORE	PRETEST GRADE EQUIV	POSTTEST RAW SCORE	POSTTEST GRADE EQUIV	ACTUAL GAIN	MINIMUM EXPECTED GAIN
652037		BLACK	19	2.7	18	3.6	0.9	0.7	60	2.5	75	4.3	1.8	0.7
651250		WHITE	30	4.0	30	6.0	2.0	1.1	89	3.8	93	5.4	1.6	1.0
641049		WHITE	15	2.3	7	2.1	-0.2	0.6	56	2.5	49	3.3	0.8	0.7
641244		WHITE	27	3.4	27	5.1	1.7	0.9	89	3.8	90	5.2	1.4	1.0
652283		WHITE	33	5.5	31	6.4	0.9	1.5	103	6.0	110	8.4	2.4	1.6
641730		WHITE	33	5.5	33	7.5	2.0	1.5	93	4.2	106	7.1	2.9	1.1
651252		WHITE	33	5.5	32	7.0	1.5	1.5	93	4.2	109	8.0	3.8	1.1
651475		WHITE	17	2.5	30	6.0	3.5	0.7	66	2.8	104	6.8	4.0	0.7
652285		WHITE	32	4.9	27	5.1	0.2	1.3	86	3.6	100	6.2	2.6	1.0
642662		WHITE	34	6.3	32	7.0	0.7	1.7	97	4.7	103	6.7	2.0	1.3
641003		WHITE	28	3.5	33	7.5	4.0	0.9	86	3.6	105	6.9	3.3	1.0
652294		WHITE	24	3.1	28	5.4	2.3	0.8	74	3.1	95	5.6	2.5	0.8
652688		WHITE	18	2.6	26	4.9	2.3	0.7	61	2.6	95	5.6	3.0	0.7
651011		WHITE	17	2.5	24	4.5	2.0	0.7	60	2.5	88	5.1	2.6	0.7
662371		BLACK	23	3.1	29	5.6	2.5	0.8	63	2.6	92	5.4	2.8	0.7
651265		WHITE	31	4.4	33	7.5	3.1	1.2	97	4.7	109	8.0	3.3	1.3
651755		WHITE	34	6.3	33	7.5	1.2	1.7	100	5.3	106	7.1	1.8	1.4
642052		WHITE	18	2.6	29	5.6	3.0	0.7	55	2.4	90	5.2	2.8	0.6
651013		WHITE	21	2.9	20	3.9	1.0	0.8	64	2.7	71	4.1	1.4	0.7
652527		BLACK	15	2.3	7	2.1	-0.2	0.6	42	2.1	33	2.4	0.3	0.6
642058		WHITE	34	6.3	32	7.0	0.7	1.7	96	4.6	109	8.0	3.4	1.2
652006		WHITE	33	5.5	31	6.4	0.9	1.5	100	5.3	107	7.3	2.0	1.4
642423		BLACK	18	2.6	15	3.3	0.7	0.7	51	2.4	56	3.5	1.1	0.6
652299		WHITE	31	4.4	29	5.6	1.2	1.2	88	3.7	96	5.7	2.0	1.0
651705		WHITE	12	2.0	16	3.4	1.4	0.5	49	2.3	64	3.8	1.5	0.6
651486		BLACK	17	2.5	23	4.3	1.8	0.7	52	2.4	89	5.2	2.8	0.6
643763		WHITE	29	3.7	22	4.1	0.4	1.0	80	3.3	78	4.5	1.2	0.9
631581		BLACK	13	2.1	9	2.5	0.4	0.6	36	1.7	44	3.1	1.4	0.5
652007		WHITE	31	4.4	31	6.4	2.0	1.2	93	4.2	103	6.7	2.5	1.1
SUMMARY FOR MINORITY STUDENTS	MEAN RAW SCORE		18		17				51		65			
	GRADE EQUIV OF MEAN RAW SCORE		2.6			3.5	0.9	0.7		2.4		3.8	1.4	0.6
	NUMBER OF STUDENTS IN SUMMARY		6						6					
SUMMARY FOR NON-MINORITY STUDENTS	MEAN RAW SCORE		27		28				82		95			
	GRADE EQUIV OF MEAN RAW SCORE		3.4			5.4	2.0	0.9		3.4		5.6	2.2	0.9
	NUMBER OF STUDENTS IN SUMMARY		23						23					
SUMMARY FOR ALL STUDENTS	MEAN RAW SCORE		25		25				75		89			
	GRADE EQUIV OF MEAN RAW SCORE		3.2			4.6	1.4	0.9		3.2		5.2	2.0	0.9
	NUMBER OF STUDENTS IN SUMMARY		29						29					

ENCLOSURE 5-B

LIST REPORT OF PUPIL SCORES FOR STUDENT MASTERY OF G.O.T. PERFORMANCE OBJECTIVES AND AN EXPLANATION OF HOW TO INTERPRET THE PRINTOUT

KEY

- = P.O. NOT MASTERED
* = P.O. MASTERED
NI = NO INDICATION OF ACHIEVEMENT
NA = NOT APPLICABLE
AB = STUDENT ABSENT

KALAMAZOO PUBLIC SCHOOLS
DEPARTMENT OF DATA SERVICES

LIST REPORT OF PUPIL SCORES FOR
STUDENT MASTERY OF G.O.T. PERFORMANCE OBJECTIVES
MACHINE-SCORED RESULTS

TEACHER: SAMPLE TEACHER
HOUR: 1
COURSE: ENGLISH GRADE: 8
TEST DATE: JUN 77 ANALYSIS DATE: 8/20/77
SCHOOL: SAMPLE JUNIOR HIGH
GOT#: 77 SEG#: 1

PERFORMANCE OBJECTIVE / STUDENT NAME	GOAL 1 #1	GOAL 1 #2	GOAL 1 #3	GOAL 2 #1	GOAL 2 #2	GOAL 2 #3	GOAL 3 #1	GOAL 3 #2	GOAL 4 #1	GOAL 4 #2	GOAL 4 #3	GOAL 5 #1	TOTAL NUMBER OF PERFORM. OBJECT. MASTERED	TOTAL NUMBER OF PERFORM. OBJECT. ATTEMPTED	PERCENT OF PERFORM. OBJECT. MASTERED
STUDENT A	100*	75*	71*	55-	0-	60*	100*	100*	90*	60-	1 -:	65-	7	12	58.3%
STUDENT B	100*	100*	100*	50-	100*	60*	100*	100*	90*	90*	4 *:	75*	11	12	91.7%
STUDENT C	100*	88*	86*	85*	100*	100*	100*	100*	100*	80*	4 *:	95*	12	12	100.0%
STUDENT D	100*	75*	100*	67*	60*	100*	75*	60*	80*	80*	4 *:	95*	12	12	100.0%
STUDENT E	38-	13-	86*	0-	80*	80*	100*	80*	90*	70*	3 *:	80*	9	12	75.0%
STUDENT F	100*	88*	100*	63*	100*	100*	100*	100*	80*	100*	3 *:	95*	12	12	100.0%
STUDENT G	88*	75*	100*	NI	80*	80*	100*	100*	40-	80*	5 *:	75*	10	12	83.3%
STUDENT H	13-	0-	71*	17-	40-	20-	100*	100*	90*	90*	4 *:	80*	7	12	58.3%
STUDENT I	100*	88*	100*	83*	60*	0-	100*	100*	70*	90*	3 *:	70*	11	12	91.7%
STUDENT J	100*	63-	43-	55-	20-	0-	50-	60*	80*	90*	1 -:	95*	5	12	41.7%
STUDENT K	100*	75*	86*	83*	80*	80*	100*	0-	60-	90*	4 *:	75*	10	12	83.3%
STUDENT L	100*	88*	100*	83*	100*	100*	100*	100*	90*	90*	4 *:	90*	12	12	100.0%
STUDENT M	100*	88*	57-	83*	60*	100*	50-	100*	90*	90*	3 *:	80*	10	12	83.3%
STUDENT N	88*	13-	100*	67*	80*	60*	100*	100*	90*	90*	4 *:	90*	11	12	91.7%
STUDENT O	100*	88*	100*	83*	100*	100*	100*	100*	100*	100*	4 *:	50-	11	12	91.7%
STUDENT P	100*	63-	100*	100*	100*	100*	75*	80*	90*	80*	5 *:	80*	11	12	91.7%
STUDENT Q	75*	50-	86*	50-	20-	20-	25-	100*	40-	70*	3 *:	15-	5	12	41.7%
STUDENT R	100*	88*	43-	67*	80*	80*	100*	100*	90*	70*	4 *:	70*	11	12	91.7%
STUDENT S	38-	50-	57-	17-	0-	40-	50-	60*	70*	90*	4 *:	75*	5	12	41.7%
PERFORMANCE LEVEL REQUIRED FOR MASTERY:	TEST 75	TEST 75	TEST 71	TEST 67	TEST 60	TEST 60	TEST 75	TEST 60	TEST 70	TEST 70	SPCL: 5	TEST 70			
NUMBER OF STUDENTS MASTERING OBJECTIVE	16	12	15	11	14	14	15	18	16	18	17	16	CLASS SUM= 182		
NUMBER OF STUDENTS ATTEMPTING OBJECTIVE	19	19	19	19	19	19	19	19	19	19	19	19	CLASS SUM= 228		
% OF STUDENTS MASTERING OBJECTIVE	84	63	79	58	74	74	79	95	84	95	89	84	CLASS % = 79.8%		
OBJECTIVES MASTERED BY AT LEAST 80% OF STUDENTS IN CLASS:	*	-	-	-	-	-	-	*	*	*	*	*			

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

HOW TO READ G.O.T. PRINTOUT FOR MACHINE-SCORED ANSWER SHEETS

The attached printout shows how individual students performed on the G.O.T. test. A similar printout of students' results is provided for each class in which the G.O.T. test is administered.

The extreme left-hand vertical column lists the names of students to whom the G.O.T. instrument was administered. Similarly, a column is also provided for each performance objective under a particular goal. By selecting a student, reading horizontally across that student's line and by using the symbol key in the upper left-hand corner, a teacher is able to determine the percent of test items correctly answered by the student and/or the level of achievement attained by the student on the Student Performance Criteria List (SPCL) for each performance objective. By counting the asterisks arranged horizontally on the line for a student, one is able to determine the number of performance objectives mastered. This information, along with the total number of performance objectives attempted and the percent of performance objectives mastered by each student, also appears in the three columns on the extreme right-hand side of the printout.

Beginning on the far left-hand side of the page and reading vertically under each performance objective, the teacher is able to determine the percent of questions answered correctly by students for a particular performance objective and whether or not students mastered a specific performance objective. Information is also available regarding the performance level (established by the teacher) required for mastery, the number of students in the class that mastered each performance objective, the number of students in the class that attempted each objective, the percent of students in the class that mastered the objective and the objectives which were mastered by at least 80% of the class.

Three figures showing G.O.T. achievement information for the class may be found in the lower right-hand corner of the printout. This information shows the total number of performance objectives mastered by the entire class, the total number of performance objectives attempted by the entire class and the percent of performance objectives mastered by the entire class.

Therefore, by using the type of printout displaying students' results on a particular G.O.T. instrument, the teacher is able to study individual student performance, as well as obtain an overview of the performance of an entire class. In many cases, after viewing results, the teacher should make appropriate changes in course content, delivery systems, test content and/or test construction.

9-22-75
KEY:vs

ENCLOSURE 6

Goals-Objectives Teacher-Made Test Program (G.O.T.)

A. An Explanation of Goals-Objectives Teacher-Made Test Program (G.O.T. Program)

B. An Example of Complete Goals-Objectives Teacher-Made Test Program for 9th Grade U.S. History

ENCLOSURE 6-A

An Explanation of Goals-Objectives Teacher-Made Test Program (G.O.T. Program)

KALAMAZOO PUBLIC SCHOOLS
Division of Instructional Services

THE GOALS-OBJECTIVES-TEST PROGRAM: A SYSTEMATIC APPROACH TO TEACHER PLANNING, INSTRUCTION AND EVALUATION

The GOALS-OBJECTIVES-TEST PROGRAM (G.O.T. Program) was written and developed by the Department of Research and Development, Kalamazoo Public Schools, in October, 1973. The G.O.T. Program, as originally designed, was intended for use by secondary teachers in the Kalamazoo Public School System in the academic areas of math, social studies, science, and English. Modifications were made, however, so that the G.O.T. Program is now appropriate for implementation in the areas of industrial arts, home economics, physical education, music, art, basic education, special education, language and in other subject areas which require students to demonstrate psychomotor and/or affective skills.

Basically, the G.O.T. Program is a three-part process which is designed to help teachers identify, plan, teach, and measure those skills which they deem most useful and necessary for students to possess.

Essentially, the three-part G.O.T. Program is implemented by having teachers develop and write goals and student-oriented performance objectives for their courses. In order to measure the extent to which individual students and entire classes have achieved the stated goals and performance objectives, the teacher designs an evaluation instrument, based upon these goals and performance objectives, which is administered to students.

In the first phase, or Part I of the G.O.T. Program, the teacher identifies 5 to 10 general goals for each course. These general goals are broad statements of intent which develop as a result of the teacher identifying the most important topics, units, or concepts covered in a course. The identification and writing of general goals are crucial in that they give direction for writing specific performance objectives.

The second phase, or Part II of the G.O.T. Program, involves the writing of 1 to 5 minimal performance objectives for each of the goals developed in Part I of the G.O.T. Program. The performance objectives are, in turn, used as the basis for the construction of a teacher-made evaluation instrument.

The final phase, Part III of the G.O.T. Program, involves the construction of a teacher-made, objective-referenced mastery test. This teacher-made test is used to assess the degree to which a student has achieved the minimal performance objectives, developed in Part II, for a particular course. Only objective-type questions, as opposed to subjective-type questions, are used on the teacher-made objective-referenced test, in order to assure total objectivity in scoring the test. An alternative method of evaluation is provided for courses which require students to demonstrate psychomotor and/or affective skills.

In order to facilitate the most efficient use of the G.O.T. Program, an instructional booklet was written for teachers. The booklet explains each phase of the G.O.T. Program in detail, provides an example of the G.O.T. Program as it applies to a 9th grade U. S. History course, and gives some basic term definitions which are associated with the G.O.T. Program.

ENCLOSURE 6-B

An Example of Complete Goals-Objectives Teacher-Made Test Program for 9th Grade U.S. History

G. O. T. EXAMPLE

The following pages contain an example of a completed Goals-Objectives-Test Program for a 9th grade U.S. History course. The purpose of giving this example is merely to provide a sample of goals, performance objectives and a teacher-made test which could be used for a 9th grade U.S. History course.

GOALS WORKSHEET

Course Title U.S. History Grade Level 9th

Teacher Linda Jones

School Hillvale High School

Course Goals

Students in 9th grade U.S. History will:

1. Know the major reasons which motivated European nations to explore.
2. Demonstrate a knowledge of the Colonial Period in America.
3. Know the causes, effects, major terms, and people associated with the American Revolution.
4. Know the factors which led to our present form of Constitutional government.
5. Understand the factors associated with westward expansion.
6. Understand the major causes, people and problems associated with the Civil War.
7. Understand the contributions of women and ethnic groups in America prior to 1865.
8.
9.
10.

Course Title U.S. History Grade Level 9th

Teacher Linda Jones

Goal Number 1 : Students in 9th grade U.S. History will know the major reasons which motivated European nations to explore.

Fill in Performance Objectives Chart (based on the above goal)

WHO?	WHAT BEHAVIOR? OBJECT OF THE BEHAVIOR?	HOW MEASURED?	TIME OR PREREQUISITE?	PERFORMANCE LEVEL?
9th grade U.S. History Students	1 Identify major reasons for exploration by European nations	Items on a teacher-made test	By the end of the 9th grade U.S. History course	67% or two out of three reasons discussed in class must be identified

COURSE PERFORMANCE OBJECTIVES WORKSHEET

Course Title U.S. History Goal Number 1

Teacher Linda Jones Grade Level 9

School Millvale High School

Base Statement: At the end of the 9th grade U.S. History course,

(lead-in phrase which includes "Who," "How Measured," "Time or Prerequisite" and one or two major words from the goal) students will demonstrate their knowledge of the reasons which motivated European nations to explore (on a teacher-made test) by:

Performance Objective 1: correctly identifying two of three (67%) reasons for exploration which were discussed in class.

Performance Objective 2:

Performance Objective 3:

Performance Objective 4:

Performance Objective 5:

PERFORMANCE OBJECTIVES CHART

Course Title U.S. HISTORY Grade Level 9th

Teacher Linda Jones

Goal Number 2 : Students in 9th grade U.S. History will demonstrate a knowledge of the Colonial Period in America.

Fill in Performance Objectives Chart (based on the above goal)

WHO?	WHAT BEHAVIOR? OBJECT OF THE BEHAVIOR?	HOW MEASURED?	TIME OR PREREQUISITE?	PERFORMANCE LEVEL?
9th grade U.S. History Students	1. List major problems facing colonists during the period of colonization.	Items on a teacher-made test	By the end of the 9th grade U.S. History course	75% or three of four major problems must be listed
	2. Identify the forms of government which emerged during the Colonial Period	"	"	67% or two of three forms of government must be correctly identified
	3. Match the following terms associated with the Colonial Period: charter, oligarchy, Mayflower Compact, theocracy, mercantilism, tariff, social compact, and religious toleration	"	"	75% or six of eight terms must be correctly matched
	4. Supplying names of the following people: John Smith, Roger Williams, Ann Hutchinson, Cotton Mather, William Penn, John Locke, and Peter Zenger	"	"	71% or five out of seven people must be correctly supplied
	5. Identify one way in which Puritan values influenced colonial society	"	"	One way in which Puritan values influenced Colonial society must be correctly identified

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COURSE PERFORMANCE OBJECTIVES WORKSHEET

Course Title U.S. History Goal Number 2

Teacher Linda Jones Grade Level 9

School Hillvale High School

Base Statement: (lead-in phrase which includes "Who," "How Measured," "Time or Prerequisite" and one or two major words from the goal)

At the completion of the 9th grade U.S. History course, students will demonstrate a knowledge of the Colonial Period in America (on a teacher-made test) by:

Performance Objective 1: correctly listing three of four (75%) major problems facing colonists.

Performance Objective 2: correctly identifying two of three (67%) forms of government which emerged during the Colonial Period.

Performance Objective 3: correctly matching six of eight (75%) of the following terms: charter, oligarchy, Mayflower Compact, theocracy, mercantilism, tariff, social compact, and religious toleration.

Performance Objective 4: correctly supplying five of seven (71%) names of the following people: John Smith, Roger Williams, Ann Hutchinson, Cotton Mather, William Penn, John Locke, and Peter Zenger.

Performance Objective 5: correctly identifying one way in which Puritan values influenced colonial society.

PERFORMANCE OBJECTIVES CHART

Course Title U. S. History Grade Level 9th

Teacher Linda Jones

Goal Number 3 : Students in 9th Grade U. S. History will know the causes effects, major terms, and people associated with the American Revolution

Fill in Performance Objectives Chart (based on the above goal)

WHO?	WHAT BEHAVIOR? OBJECT OF THE BEHAVIOR?	HOW MEASURED?	TIME OR PREREQUISITE?	PERFORMANCE LEVEL?
9th grade U.S.History Students	1. Identify major causes of the American Revolution	Items on a teacher-made test	By the end of the 9th grade U. S. History course	50% or one of two major causes must be correctly identified
	2. Identify major results of the American Revolution	"	"	50% or one of two major results must be correctly identified
	3. Supply the following terms: Sugar Act, Quartering Act, Boston Tea Party, Intolerable Acts, and Writs of Assistance	"	"	50% or three of six terms must be correctly supplied
	4. Match the following people with descriptions about them: Patrick Henry, Thomas Jefferson, and Benjamin Franklin	"	"	67% or two of three people must be correctly matched

COURSE PERFORMANCE OBJECTIVES WORKSHEET

Course Title U.S. History Goal Number 3

Teacher Linda Jones Grade Level 9

School Hillvale High School

Base Statement: At the end of the 9th grade U.S. History course, students will demonstrate their knowledge of the causes, effects, terms and people associated with the American Revolution (on a teacher-made test) by:

(lead-in phrase which includes "Who," "How Measured," "Time or Prerequisite" and one or two major words from the goal)

Performance Objective 1: correctly identifying one of two (50%) of the major causes of the American Revolution.

Performance Objective 2: correctly identifying one of two (50%) of the major results of the American Revolution.

Performance Objective 3: correctly supplying three of six (50%) of the following terms: Sugar Act, Quartering Act, Boston Tea Party, Intolerable Acts, Stamp Act, and Writs of Assistance.

Performance Objective 4: correctly matching two of three (67%) of the following people with descriptions about them: Patrick Henry, Thomas Jefferson, and Benjamin Franklin.

Performance Objective 5:

PERFORMANCE OBJECTIVES CHART

Course Title U. S. History Grade Level 9th

Teacher Linda Jones

Goal Number 4 : Students in 9th grade U. S. History will know the factors which led to our present form of Constitutional government.

Fill in Performance Objectives Chart (based on the above goal)

WHO?	WHAT BEHAVIOR? OBJECT OF THE BEHAVIOR?	HOW MEASURED?	TIME OR PREREQUISITE?	PERFORMANCE LEVEL?
9th grade U.S.History Students	1. Identify a major problem which faced the nation after the American Revolution	Items on a teacher-made test	By the end of the 9th grade U. S. History course	One problem must be correctly identified
	2. Match three solutions to problems facting delegates to the Constitutional Convention	"	"	100% or three solutions must be correctly matched
	3. Supply the following terms: Articles of Confederation, Federalists, Anti-Federalists and Constitutional Convention	"	"	75% or three of four terms must be correctly supplied

COURSE PERFORMANCE OBJECTIVES WORKSHEET

Course Title U. S. History Goal Number 4

Teacher Linda Jones Grade Level 9

School Hillvale High School

Base Statement: (lead-in phrase which includes "Who," "How Measured," "Time or Prerequisite" and one or two major words from the goal)

At the end of the 9th grade U.S. History course, students will demonstrate a knowledge of factors leading to our present form of Constitutional government (on a teacher-made test) by:

Performance Objective 1: correctly identifying one major problem (100%) which faced the nation after the American Revolution.

Performance Objective 2: correctly matching three (100%) solutions with problems facing delegates to the Constitutional Convention.

Performance Objective 3: correctly supplying three of four (75%) of the following terms: Articles of Confederation, Federalists, Anti-Federalists, and Constitutional Convention.

Performance Objective 4:

Performance Objective 5:

PERFORMANCE OBJECTIVES CHART

Course Title U.S. History

Grade Level 9th

Teacher Linda Jones

Goal Number 5 : Students in 9th grade U.S. History will develop an understanding of factors associated with westward expansion.

Fill in Performance Objectives Chart (based on the above goal)

WHO?	WHAT BEHAVIOR? OBJECT OF THE BEHAVIOR?	HOW MEASURED?	TIME OR PREREQUISITE?	PERFORMANCE LEVEL?
9th grade U.S. History Students	1. Identify the conflict caused by the purchase of the Louisiana Territory	Items on a teacher-made test	By the end of the 9th grade U.S. History course	The major conflict caused by the purchase of the Louisiana Territory must be correctly identified
	2. Identify a major factor which encouraged westward expansion	"	"	One of two major factors (50%) which encouraged westward expansion must be correctly identified

COURSE PERFORMANCE OBJECTIVES WORKSHEET

Course Title U.S. History Goal Number 5

Teacher Linda Jones Grade Level 9

School Hillvale High School

Base Statement: At the end of the 9th grade U.S. History course, students will demonstrate their understanding of factors associated with westward expansion (on a teacher-made test) by:

(lead-in phrase which includes "Who," "How Measured," "Time or Prerequisite" and one or two major words from the goal)

Performance Objective 1: correctly identifying the major conflict caused by the purchase of the Louisiana Territory (100%).

Performance Objective 2: correctly identifying one of two major factors (50%) which encouraged westward expansion.

Performance Objective 3:

Performance Objective 4:

Performance Objective 5:

PERFORMANCE OBJECTIVES CHART

Course Title U. S. History

Grade Level 9th

Teacher Linda Jones

Goal Number 6 : Students in 9th grade U.S. History will develop an understanding of the major causes, people and problems associated with the Civil War.

Fill in Performance Objectives Chart (based on the above goal)

WHO?	WHAT BEHAVIOR? OBJECT OF THE BEHAVIOR?	HOW MEASURED?	TIME OR PREREQUISITE?	PERFORMANCE LEVEL?
9th grade U.S. History Students	1. Identify two major causes which led to the Civil War	Items on a teacher-made test	By the end of the 9th grade U.S. History course	Two (100%) major causes which led to the Civil War must be identified
	2. Identify the following people: Dred Scott, Robert E. Lee, U. S. Grant, John Brown, Jefferson Davis, and Abraham Lincoln	"	"	Four of six (67%) of the people must be correctly identified
	3. Identify the "who," "what" and "why" facts of the Emancipation Proclamation	"	"	The three (100%) facts must be correctly identified
	4. Identify one advantage of the North during the Civil War	"	"	One of the advantages of the North during the Civil War must be correctly identified (100%)

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COURSE PERFORMANCE OBJECTIVES WORKSHEET

Course Title U.S. History Goal Number 6

Teacher Linda Jones Grade Level 9

School Hillvale High School

Base Statement: At the end of the 9th grade U.S. History course, students will demonstrate their understanding of the major causes, people and problems associated with the Civil War (on a teacher-made test) by:

(lead-in phrase which includes "Who," "How Measured," "Time or Prerequisite" and one or two major words from the goal)

Performance Objective 1: correctly identifying two (100%) major causes which led to the Civil War.

Performance Objective 2: correctly identifying four of six (67%) of the following people: Dred Scott, Robert E. Lee, U.S. Grant, John Brown, Jefferson Davis, and Abraham Lincoln.

Performance Objective 3: correctly identifying three (100%) major facts concerning the Emancipation Proclamation (who, what, why).

Performance Objective 4: correctly identifying one advantage of the North during the Civil War (100%).

Performance Objective 5:

PERFORMANCE OBJECTIVES CHART

Course Title U. S. History Grade Level 9th

Teacher Linda Jones

Goal Number 7 : Students in 9th grade U.S. History will understand the contributions of women and ethnic groups in America prior to 1865.

Fill in Performance Objectives Chart (based on the above goal)

WHO?	WHAT BEHAVIOR? OBJECT OF THE BEHAVIOR?	HOW MEASURED?	TIME OR PREREQUISITE?	PERFORMANCE LEVEL?
9th grade U.S.History Students	1. Identify one major contribution made by each of the following ethnic groups prior to 1865: English, Afro-Americans, Irish	Items on a teacher-made test	By the end of the 9th grade U.S. History course	One contribution of each group must be correctly identified
	2. Match the following women with their contributions: Harriet Beecher Stowe, Harriet Tubman, Lucretia Mott, Dorothea Dix, and Angelina Grimke	"	"	Five (100%) women must be correctly matched with their contributions

COURSE PERFORMANCE OBJECTIVES WORKSHEET

Course Title U.S. History Goal Number 7

Teacher Linda Jones Grade Level 9

School Hillvale High School

Base Statement: At the end of the 9th grade U.S. History course, students will demonstrate their knowledge of the contributions of women and ethnic groups prior to 1865 (on a teacher-made test) by:

(lead-in phrase which includes "Who," "How Measured," "Time or Prerequisite" and one or two major words from the goal)

Performance Objective 1: correctly identifying one contribution of each of the following ethnic groups prior to 1865: English, Afro-Americans, Irish. (100%).

Performance Objective 2: correctly matching the following five (100%) women with their contributions: Harriet Beecher Stowe, Harriet Tubman, Lucretia Mott, Dorothea Dix and Angelina Grimke.

Performance Objective 3:

Performance Objective 4:

Performance Objective 5:

TABLE OF SPECIFICATIONS

Goals and Performance Objectives ↓ / Objective Question Type →	Multiple-Choice	Matching	Supply-Type	Total Number of Questions for Each Performance Objective
GOAL 1: Exploration				
P.O.1 reasons for	3			3
P.O.2				
P.O.3				
P.O.4				
P.O.5				
GOAL 2: Colonial Period				
P.O.1 major problems			1	1
P.O.2 forms of government	3			3
P.O.3 definitions		1		1
P.O.4 people			1	1
P.O.5 Puritan values	1			1
GOAL 3: American Revolution				
P.O.1 major causes	2			2
P.O.2 major results	2			2
P.O.3 definitions			1	1
P.O.4 people		1		1
P.O.5				

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GOAL 4:	Constitutional Government				
P.O.1	problem after Revolution	1			1
P.O.2	solutions		1		1
P.O.3	definitions			1	1
P.O.4					
P.O.5					
GOAL 5:	Westward Expansion				
P.O.1	conflict-Louisiana Purchase	1			1
P.O.2	factor encouraging	2			2
P.O.3					
P.O.4					
P.O.5					
GOAL 6:	Civil War				
P.O.1	causes	2			2
P.O.2	people	6			6
P.O.3	Emancipation Proclamation	3			3
P.O.4	Northern advantage	1			1
P.O.5					
GOAL 7:	Women and Ethnic Groups				
P.O.1	ethnic contributions	3			3
P.O.2	women's contributions		1		1
P.O.3					
P.O.4					
P.O.5					

GOAL 8: _____ P.O.1 _____ P.O.2 _____ P.O.3 _____ P.O.4 _____ P.O.5 _____				
GOAL 9: _____ P.O.1 _____ P.O.2 _____ P.O.3 _____ P.O.4 _____ P.O.5 _____				
GOAL 10: _____ P.O.1 _____ P.O.2 _____ P.O.3 _____ P.O.4 _____ P.O.5 _____				
Totals for Each Objective Question Type	30	4	4	38

U.S. HISTORY--GRADE 9

Final Test

June 3, 1974

DO NOT WRITE ON THIS SHEET!

AN ANSWER SHEET WILL BE SUPPLIED.

The purpose of this test is to see how much you have learned in 9th grade U.S. History this year.

Time - You will have 55 minutes to answer the questions on this test.

Recording Answers - Do not write on the test sheets. Record your answers on the answer sheet provided.

Scoring - The number of possible points for each question is given in parentheses after the directions for each part of the test. You will be graded on how many correct answers you get.

PART I--MULTIPLE CHOICE

Directions: Read each question carefully. Choose the correct answer for each question. There is only one correct answer for each question. Mark the letter of the correct choice on your answer sheet. (1 point for each correct answer; total possible: 30 points)

1. One important reason why Europeans explored new lands was to escape -

   A. invading ethnic groups. (G.1; P.O.1)
   B. the changing social order.
   C. an out-dated political system.
   D. increased religious freedom.

2. Which one of the following was an important economic reason for European nations to explore? The desire to -

   A. find new trade routes. (G.1; P.O.1)
   B. find new areas to farm.
   C. set up a new government.
   D. spread capitalism to new areas.

3. Which one of the following was a major religious reason for exploration by European nations? The desire to -

   A. practice a new religion. (G.1; P.O.1)
   B. worship in a new land.
   C. spread Christianity.
   D. spread Islamic beliefs.

4. The type of colonial government which allowed a man to collect rents from people who lived on his land and to govern the colony as he saw fit was called -

   A. self-governing (G.2; P.O.2)
   B. proprietary
   C. royal
   D. corporate

5. Which of the following types of colonial government had a governor who was appointed by the King?

   A. corporate (G.2, P.O.2)
   B. proprietary
   C. self-governing
   D. royal

6. Which type of colonial government allowed the freemen to elect their own governor and representatives?

   A. proprietary (G.2; P.O.2)
   B. royal
   C. non self-governing
   D. self-governing

7. One way in which Puritan values influenced colonial life was the fact that -

   A. - government officials were also ministers. (G.2; P.O.5)
   B. God was considered the ruler of the colonies.
   C. only church members were allowed to vote.
   D. ministers were consulted about government matters.

8. Which of the following was a cause of the American Revolution?

   A. Taxation by the Americans (G.3; P.O.1)
   B. Representation by the Americans
   C. Trouble from the Pilgrims
   D. Taxation by the British

9. Which of the following was a major cause of the American Revolution?

   A. The Anti-British Acts (G.3; P.O.1)
   B. Low tariffs
   C. The Intolerable Acts
   D. The cotton gin

10. Which of the following was a result of the American Revolution:

   A. The British recognized the independence of the American colonies. (G.3; P.O.2)
   B. America agreed to trade with Britain.
   C. Britain gave Canada to the American colonies.
   D. America's territory stretched from the Atlantic to the Pacific.

11. Which of the following ideas became popular because of the American Revolution?

   A. All people should be treated equally before the law. (G.3; P.O.2)
   B. Slavery was necessary for a nation to be strong.
   C. Written documents were the basis for American government.
   D. The property of the Loyalists should be taken.

12. What was one of the major problems facing the new nation after the American Revolution?

   A. Decreased trade with many foreign countries (G.4; P.O.1)
   B. The form of government in western lands
   C. Increased trade with the British
   D. Decreased religious toleration

13. Which of the following was a major concern caused by the purchase of the Louisiana Territory?

A. New England's weaker influence in Congress (G.5: P.O.1)
B. Decreased territory for the South
C. Protection for the port of New Orleans
D. Increased taxes for Northerners

14. Which of the following encouraged westward expansion?

A. New trade route (G.5: P.O.2)
B. A new form of government
C. The hope of wealth
D. The friendly Indians

15. An important reason why many people went West was -

A. for a new way of life and economic opportunities. (G.5; P.O.2)
B. to irrigate the desert lands.
C. to help the Indians irrigate lands and improve crops.
D. to raise buffalo

16. Which of the following was a major cause of the Civil War?

A. The Trade Issue (G.6; P.O.1)
B. The Slavery Issue
C. The Emancipation Proclamation
D. Cotton trade with England

17. Which of the following was a major economic cause of the Civil War?

A. Tea Taxes (G.6; P.O.1)
B. Trade Routes
C. Trade between Midwest and Southern States
D. Tariff Rates

18. This man was a slave who sued for his freedom because he had lived in free states. His freedom was denied. Who was he?

A. Frederick Douglass (G.6; P.O.2)
B. John Brown
C. Jefferson Davis
D. Dred Scott

19. This man was a Confederate general from Virginia who produced early Confederate victories. His name was -

A. George McClellan (G.6; P.O.2)
B. Robert E. Lee
C. William T. Sherman
D. U. S. Grant

20. The Commander of the Union forces during the latter part of the Civil War was -

A. U. S. Grant (G.6; P.O.2)
B. William T. Sherman
C. R. B. Taney
D. Robert E. Lee

21. The violent abolitionist who led the raid on Harper's Ferry was -

A. Frederick Douglass (G.6; P.O.2)
B. William L. Garrison
C. John Brown
D. Jefferson Davis

22. The man who served as President of the Confederacy during the Civil War was -

A. Abraham Lincoln (G.6; P.O.2)
B. Andrew Johnson
C. Robert E. Lee
D. Jefferson Davis

23. The President of the Union during the Civil War was -

A. Abraham Lincoln (G.6; P.O.2)
B. Jefferson Davis
C. Ulysses S. Grant
D. Andrew Johnson

24. The Emancipation Proclamation was a document which -

A. divided Southern land. (G.6; P.O.3)
B. divided Northern land.
C. declared certain slaves free.
D. ended the Civil War.

25. Who wrote the Emancipation Proclamation?

A. Jefferson Davis (G.6; P.O.3)
B. Robert E. Lee
C. Abraham Lincoln
D. Dred Scott

26. Many historians agree that the Emancipation Proclamation was -

A. an unwise decision (G.6; P.O.3)
B. a political move by the writer.
C. designed to involve the British in the Civil War.
D. designed to free all slaves immediately.

27. Which one of the following was an advantage of the North during the Civil War?

    A. Plenty of well-trained soldiers (G.6; P.O.4)
    B. Slaves who provided food and supplies
    C. A good supply of manufactured goods
    D. The war was fought on the Northern territory

28. A major contribution made by the English before 1865 was -

    A. the introduction of slavery. (G.7; P.O.1)
    B. the introduction of an organized government.
    C. the introduction of freedom for all people.

29. Which one of the following was a major contribution made by Afro-Americans before 1865?

    A. Fighting during the American Revolution and Civil War (G.7; P.O.1)
    B. Shipping during the American Revolution and Civil War
    C. Inventing various products during the Civil War

30. Which of the following was a major contribution made by the Irish before 1865?

    A. The building of railroads (G.7; P.O.1)
    B. The building of ships
    C. The organizing of political parties

PART II--MATCHING

Directions: The following matching question deals with the Colonial Period. Read the numbered descriptions on the left-hand side of the page. Read the lettered list on the right-hand side of the page. For each description in the left-hand column find the letter of the word in the right-hand column which fits the description. Two of the words in the right column are not correct and should not be used. Mark your answers on your answer sheet. (1 point for each correct answer; total possible: 8 points)

___1. Allowed colonists to worship freely

___2. Allowed colonists to set up a government

___3. Document in which Pilgrims agreed to obey laws

___4. Rule by the clergy

___5. Rule by a few people

___6. Tax on goods

___7. Theory by which government's power is judged by its wealth

___8. Theory of government with written laws

A. charter
B. oligarchy
C. commonwealth
D. Mayflower Compact
E. theocracy
F. mercantilism
G. settlement
H. tariff
I. social compact
J. religious toleration

(G.2; P.O.3)

PART II--MATCHING

Directions: The following question asks you to identify important people during the American Revolution. Read the descriptions in the left column and match each description with one person in the right column. There are more names in the right column than you will need to use. Mark the answers on your answer sheet. (1 point for each correct answer; total possible: 3 points)

____ 9. The fiery leader of the American Revolution who said, "Give me liberty or give me death."

____10. The major writer of the Declaration of Independence

____11. A famous inventor who also helped write the Declaration of Independence

A. Benjamin Franklin
B. Patrick Henry
C. John Jay
D. Thomas Jefferson
E. James Madison
F. Thomas Paine

(G.3; P.O.4)

Directions: In the left-hand column are three problems which faced delegates to the Constitutional Convention. In the right-hand column are possible solutions to these problems. Find one correct solution for each problem. Mark the answer on your answer sheet. (1 point for each correct answer; total possible: 3 points)

____12. The structure of Congress

____13. The powers of the President

____14. The status of slaves

A. Checks and Balances
B. Freedom of Speech
C. International Banks
D. The Three-Fifths Clause
E. Two Houses
F. Writs of Habeas Corpus

(G.4; P.O.2)

PART II--MATCHING

Directions: In the left-hand column are descriptions of famous women. In the right-hand column are names of women who might fit these descriptions. Match the correct description with the names. Use each answer once and mark your answers on the answer sheet. (1 point for each correct answer; total possible: 5 points)

___15. Wrote Uncle Tom's Cabin

___16. Organizer and conductor of the "Underground Railroad"

___17. Led the fight for women's rights

___18. Helped improve conditions of the handicapped

___19. Leading abolitionist

A. Dorothea Dix
B. Angelina Grimke
C. Lucretia Mott
D. Harriet Tubman
E. Harriet Beecher Stowe

(G.7; P.O.2)

PART III--FILL-IN OR COMPLETION

Directions: In all of the fill-in or completion questions on the following pages you are asked to write a one, two, or three word answer on the sheet of paper which the teacher will supply. (1 point for each correct answer; total possible: 3 points).

1. List 4 major problems that faced the colonists when they first settled in America. Use only one or two words for each answer.

   1 _____

   2 _____

   3 _____

   4 _____

(G.2; P.O.1)

Directions: In the following questions, you are expected to write the first and last names of each person described. (1 point for each correct answer; total possible: 7 points)

2. A. The leader of the Jamestown Colony who believed that those who did not work should not be fed was _____ _____.

   B. The man who established the colony of Rhode Island, believed in religious toleration and believed that the Indians should be paid for their land was _____ _____.

   C. The female religious heretic who was expelled from the Bay Colony was _____ _____.

   D. The Puritan minister who founded Yale College was _____ _____.

   E. The man who organized a Quaker settlement in Pennsylvania and believed in religious toleration was _____.

   F. The man who developed the ideas of representative government and the social compact theory was _____ _____.

   G. A famous newspaper editor who criticized the governor of New York was _____ _____.

(G.2; P.O.4)

PART III--FILL-IN OR COMPLETION

Directions: Give the word or words asked for in each of the following questions. The words deal with the Revolutionary Period in U.S. History. (1 point for each correct answer; total possible: 6 points)

3. A. The act which lowered the duty on sugar was the

_____

B. The act which forced colonists to give food and shelter to soldiers was the

_____

C. A rebellion to protest taxes on tea was

_____

D. A series of acts which limited the freedom of people in Massachusetts were called

_____

E. An act which placed a tax on newspapers and legal documents was called the

_____

F. Blank search warrants issued to find smugglers were called

_____

(G.3; P.O.3)

PART III--FILL-IN OR COMPLETION

Directions: Write the correct words on a separate sheet of paper. (1 point for each question; total possible: 4 points)

4. A. The document by which the nation was governed after the American Revolution

_____

B. The group in favor of a strong national government, led by Hamilton and in favor of a liberal interpretation of the Constitution

_____

C. The group in favor of state's power, in favor of a Bill of Rights and later known as Democratic-Republicans

_____

D. The meeting in Philadelphia at which a new form of government and the Constitution was adopted

_____

(G.4; P.O.3)

ANSWER KEY

U.S. HISTORY--GRADE 9

Final Test

June 2, 1975

PART I--MULTIPLE CHOICE

(G.1;P.O.1)	1.	B	(G.6;P.O.1)	16.	B
(G.1;P.O.1)	2.	A	(G.6;P.O.1)	17.	D
(G.1;P.O.1)	3.	C	(G.6;P.O.2)	18.	D
(G.2;P.O.2)	4.	B	(G.6;P.O.2)	19.	B
(G.2;P.O.2)	5.	D	(G.6;P.O.2)	20.	A
(G.2;P.O.2)	6.	D	(G.6;P.O.2)	21.	C
(G.2;P.O.5)	7.	D	(G.6;P.O.2)	22.	D
(G.3;P.O.1)	8.	D	(G.6;P.O.2)	23.	A
(G.3;P.O.1)	9.	C	(G.6;P.O.3)	24.	C
(G.3;P.O.2)	10.	A	(G.6;P.O.3)	25.	C
(G.3;P.O.2)	11.	C	(G.6;P.O.3)	26.	B
(G.4;P.O.1)	12.	B	(G.6;P.O.4)	27.	C
(G.5;P.O.1)	13.	A	(G.7;P.O.1)	28.	B
(G.5;P.O.2)	14.	C	(G.7;P.O.1)	29.	A
(G.5;P.O.2)	15.	A	(G.7;P.O.1)	30.	A

PART II--MATCHING

(G.2;P.O.3)

1. J
2. A
3. D
4. E
5. B
6. H
7. F
8. I

(G.3;P.O.4)

9. B
10. D
11. A

(G.4;P.O.2)

12. E
13. A
14. D

(G.7;P.O.2)

15. E
16. D
17. C
18. A
19. B

PART III--FILL-IN OR COMPLETION

(G.1;P.O.1) 1. Possible answers:
disease
famine
quarreling
swampy land

(G.2;P.O.4) 2. A. John Smith
B. Roger Williams
C. Ann Hutchinson
D. Cotton Mather
E. William Penn
F. John Locke
G. Peter Zenger

(G.3;P.O.3) 3. A. Sugar Act
B. Quartering Act
C. Boston Tea Party
D. Intolerable Acts
E. Stamp Act
F. Writs of Assistance

(G.4;P.O.3) 4. A. Articles of Confederation
B. Federalists
C. Anti-Federalists
D. Constitutional Convention

ENCLOSURE 7

THE TEACHER PERFORMANCE PROFILE

THE TEACHER PERFORMANCE PROFILE — *An Accountability Scheme to Determine Teacher Effectiveness*

David E. Bartz

"It is believed that the implementation of the Teacher Performance Profile has resulted in the Kalamazoo Public Schools being more accountable to students, parents and the general public."

Accountability is probably the most talked about concept in education today. School boards, parents, and the general public are insisting that schools function in an accountable manner. Paramount to school systems being viewed as functioning in an accountable manner is teacher performance which results in students learning at a satisfactory rate. The degree to which management level school personnel make effective decisions is contingent upon teachers being able to utilize delivery systems which prompt students to achieve at maximum capability. If school systems, as well as school administrators, want to be successful in an accountability environment, a scheme or model must be devised which determines teacher effectiveness.

The major purposes of the Teacher Performance Profile are to serve as a comprehensive teacher accountability scheme which: (1) provides teachers with feedback from various sources regarding their performance and (2) supplies management level personnel with evaluative data which serve as a management information system to determine teacher effectiveness. This scheme is based on the rationale that teacher evaluation utilizing multi-components is better than one using only a principal's rating. The Teacher Performance Profile measures performance based on six factors which individually may contain considerable bias, but collectively constitute an objective, comprehensive, and detailed assessment of a teacher's effectiveness. The following six components constitute the Teacher Performance Profile:

1. Student Ratings
2. Principal Ratings
3. Peer Ratings
4. Parent Ratings
5. Self-Ratings
6. Student Achievement Data

Because cognitive and affective measures are necessary for a complete picture of teacher effectiveness, this accountability scheme consists of components based on both of these factors.

There is substantial research and rationale to support the use of student ratings of teachers. Although student ratings are based on perceptions and opinions which may not always be accurate, a teacher must be cognizant of how students view him if he is going to effectively interact with his students.

Dr. Bartz is Assistant Director of the Department of Research and Development in the Kalamazoo Public School System, Kalamazoo, Michigan.

Students in grades kindergarten through twelve rate their teachers using one of the four different levels of the Teacher Image Questionnaire. At the elementary level, each student in a teacher's class responds to statements such as, "I understand what my teacher says in class," "I think my teacher is a good teacher," and "I feel like I learn a lot in class." At the secondary level, where two of a teacher's five classes are surveyed, similar statements or questions are posed to students in a more sophisticated manner. The student ratings are collected by someone other than the regular teacher who reads each question or statement to students. The person collecting the ratings at the elementary level "walks through" the instrument with the students to assure that students understand what they are doing. Teachers and their principal receive a computer printout of the student ratings which lists the average rating for each item, as well as a bar graph which visually displays average item ratings.

Principal ratings have traditionally been the sole criterion for evaluating teachers. While principal ratings constitute only one portion of the Teacher Performance Profile, they represent management's input and, thus, are extremely important. It should be mentioned that the responsibility and authority regarding recommendations of a teacher's employment status based on data from the Teacher Performance Profile rest with the principal. Examples of categories used by principals to rate teachers are "Professional Performance," "Behavior Toward Students," and "Classroom Performance." Teacher input was solicited and used in the construction of the instrument used by principals to rate them.

Another important reference group with whom a teacher interacts is his colleagues or peers. The instrument used by a teacher's peers to rate his performance does not require classroom observation. Rather, this instrument measures a teacher's "professionalism" as viewed by his peers. "Flexibility," "Innovativeness," "Attitude Toward Teaching," and "Cooperation" are examples of several criteria used by peers to rate a fellow teacher.

Parents and the general public are the groups to whom schools ultimately must be accountable. A Parent Opinion Questionnaire sent through the mail asking parents to list and then rate their children's teachers is used to collect parent ratings. The relationship between the number of students in a teacher's class and the number of parent ratings is used as the criterion to determine the representiveness of parent ratings. For example, if an elementary teacher has 30 students and is rated by 25 parents, these rates are much more representative than another teacher having 25 students and being rated by only 5 parents.

Because no one views himself identically as others do, teacher self-ratings serve to determine discrepancies between how a teacher views himself and how others actu-

ally perceive him. A teacher rates himself on the basis of how he thinks students, peers, and his principal view him. If one purpose of evaluation is to furnish feedback to teachers so that they can improve their effectiveness, then self-ratings are a must.

A primary objective of schools is to develop in students the ability to function proficiently in basic skill areas such as reading, math, and language. Thus, by necessity, student achievement is an integral component of the Teacher Performance Profile. Student achievement is measured by a standard achievement test battery. Although many criticisms have been made of standardized tests, most of these criticisms apply to I.Q. tests rather than to achievement tests. Properly used, a standardized achievement test furnishes an accurate assessment of student performance in the basic skill areas.

None of the component parts of the Teacher Performance Profile are viewed as evaluation in and of themselves, but rather as an integral part of a teacher's overall evaluation. For example, student ratings used independently of the other components do not constitute an evaluation of a teacher in the same sense that parent ratings are not viewed as evaluation. Rather, the six components *collectively* serve as an evaluation of teacher performance.

It is realized that a teacher does not have complete control over all of the variables related to the six components of the Teacher Performance Profile. For instance, factors outside the classroom have a strong influence on student achievement. Examples related to the other components could be given which would indicate that a teacher does not have complete control over the outcome of each component. Certainly a teacher does not have complete control over a principal's ratings, student ratings, peer ratings, or parent ratings. The point is, however, teachers do have a significant influence on the outcomes of all six of the Teacher Performance Profile components. If a school system is dedicated to implementing the concept of accountability, feedback must be provided to school administrators which indicates the extent to which teachers are performing effectively.

To date, the Teacher Performance Profile has been in operation for a year in the Kalamazoo Public Schools. This teacher accountability scheme has generally met with success, although resistance has been encountered as exemplified by teachers refusing to rate their peers. Since the implementation of the Teacher Performance Profile, phenomenal student achievement results have occurred. For example, at grade three the average student showed thirteen-months growth during eight months of school in math. It is believed that the implementation of the Teacher Performance Profile has resulted in the Kalamazoo Public Schools being more accountable to students, parents and the general public.

ENCLOSURE 8

ACCOUNTABILITY IN ACTION--KALAMAZOO STYLE

ACCOUNTABILITY IN ACTION — KALAMAZOO STYLE

By

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The most talked about topic in education today is accountability. School boards are screaming for it and teacher unions are screaming about it. Parents support it and in some states legislatures mandate it. But as with most theoretical concepts such as accountability, there is a tremendous gap between what accountability should be when discussed in an idealistic sense and what it takes to implement it in a school system. This article will discuss what is being done in Kalamazoo to "put accountability into action."

The major thrust behind the accountability program implemented in Kalamazoo by Superintendent William D. Coats is to improve the achievement levels of students in the areas of basic skills (reading, math, and language). To do this, accountability schemes were developed and implemented along with a prepost (September-May) testing program which serves as the basis for evaluating the effectiveness of programs and personnel with respect to academic achievement. Accountability schemes have been implemented at three levels: (1) system, (2) administrator, and (3) teacher. All of these schemes are aimed at improving achievement levels of students.

System Level

Preceding the beginning of school, Superintendent Coats establishes system-wide performance objectives for the coming school year. These performance objectives form the basis for evaluating the school system's effectiveness as well as the superintendent's effectiveness (Superintendent Coats' contract is on a performance basis in that his salary can be increased or decreased 10% annually as judged by the Board of Education). These measurable performance objectives are based on broad general system goals. Performance objectives are written pertaining to instructional as well as noninstructional areas, but emphasis is placed on those objectives which deal with improving academic achievement levels of students. Superintendent Coats believes that public schools primarily should be academic institutions, therefore emphasizing and being held accountable for student achievement as minimum objectives, while allowing for higher levels of academic excellence in other important areas. An example of a performance objective for the school system is:

Compile unit records for each student in the system.

In order to assess student needs and student growth we will be compiling a unit record amenable to data processing for each student in the system. The purpose of these data will be to provide teachers with feedback regarding student performance levels early in the fall and later in the spring so that there will be an adequate record of student growth with respect to several objectives of our schools.

At approximately the same time Superintendent Coats submits several pages of system-wide performance objectives to the School Board, administrators and teachers submit performance objectives to their respective superiors.

Throughout the school year data is systematically collected to evaluate the performance objectives. At the conclusion of the school year the evaluation of performance objectives dealing with academic achievement is based on prepost (September-May) achievement test data, which determine gains in the basic skills areas at the following levels: (1) system, (2) building, (3) classroom, and (4) individual student. Feedback from a questionnaire sent to all parents who had children enrolled in the Kalamazoo Public Schools is another example of a data source used to determine the effectiveness of programs, practices, and personnel related to several of the school system's performance objectives.

Administrator Level

There are basically three types of administrators in Kalamazoo: (1) the superintendent and his three assistants, (2) central office personnel (directors, supervisors, and coordinators), and (3) principals. The accountability scheme for principals is based on a management information system called the Job Performance Rating (JPR), and is discussed here in detail. Similar multicomponent accountability schemes are applied to personnel at the other administrative levels.

A major function of the JPR is to provide a principal with feedback from relevant individuals or reference groups regarding the effectiveness of his behavior. This feedback serves as information for the principal, as well as his evaluator, to identify behavioral changes which are necessary for the principal to function more effectively. From a management point of view a principal's JPR takes into account the relevant reference groups and/or individuals who are in a position to rate the principal, as well as his effectiveness as measured by performance objectives, and specifies the criteria on which the

principal will be rated. A principal's JPR consists of the following seven components:

1. Teacher ratings
2. Ratings by the Assistant Superintendent assigned to evaluate the principal
3. Ratings by central office personnel (directors, supervisors, coordinators)
4. Degree to which a principal accomplishes his performance objectives
5. Ratings from the Superintendent's office (Superintendent and his three assistants)
6. Self-ratings
7. Student achievement data

The degree to which a principal accomplishes his performance objectives (component number four) represents the management by objectives portion of the JPR and is heavily emphasized.

In most school systems only a principal's immediate superior (usually the superintendent) is involved in the evaluation process. This approach has proven to be biased in that the principal's rating is based only on the perceptions of his superior. Thus, under this system, the best way for a principal to be perceived as performing effectively is to display behaviors which are viewed favorably by his superior, although these behaviors may not always be in the best interest of the children and teachers in his building. The principal JPR is based on seven criteria, any one of which used independently could possibly be biased. But because a principal's JPR utilizes a multi-component approach, a principal receives a more realistic and accurate appraisal of his performance as judged by his superior.

Teacher Level

Two major purposes of the Teacher Performance Profile are: (1) to serve as a comprehensive accountability scheme which provides teachers with relevant feedback in reference to their performance and (2) as a management information system for principals to use as a basis for evaluative decisions. This scheme is based on the rationale that teacher evaluation utilizing multiple components is better than one using only a principal's rating. The Teacher Performance Profile is an attempt to obtain measures on five factors which individually may contain considerable bias, but which collectively constitute a more objective, comprehensive, and accurate appraisal of a teacher's performance. The following five components constitute the Teacher Performance Profile:

1. Student ratings
2. Principal ratings
3. Peer ratings
4. Self-ratings
5. Student achievement data

Because cognitive and affective behaviors constitute an integral part of a teacher's performance, this accountability scheme reflects components based on both of these types of behaviors.

While teachers do have an influence on the outcome of the component parts of the Teacher Performance Profile, it is realized that they do not have complete control over all the variables related to the component parts. In reference to the component dealing with student achievement, factors outside the classroom have an influence on this component. Examples in reference to the other components could be presented which would indicate that a teacher does not have complete control over the outcome of each of these factors. A management information system such as the Teacher Performance Profile allows for a determination of the magnitude of a teacher's influence on each of its component parts.

During the 1973-74 school year modifications are being made to the previously discussed accountability schemes. At the system level, teacher-made objective-referenced tests are being added to the existing testing program which currently utilizes standardized achievement tests. While present administrator salaries are related to performance, administrator accountability schemes will be modified such that salaries will *increase* or *decrease* as a direct function of performance. Regarding teacher accountability, an advanced salary concept will be implemented to reward excellence and discourage mediocrity.

In closing, it should be mentioned that the ability to implement accountability schemes in Kalamazoo is dependent upon access to a computer system so that data can be readily stored, manipulated, retrieved, and fed back to the appropriate people. Implementation is also contingent upon allocating the necessary human and financial resources. And finally, it would have been impossible to implement accountability schemes in Kalamazoo without the commitment of the School Board and the leadership of Superintendent Coats.

ENCLOSURE 9

Student Learning As A Part Of Teacher Evaluation

STUDENT LEARNING AS A PART OF TEACHER EVALUATION

By
David E. and Marsha A. Bartz

Education deals with the acquisition of knowledge and skills. From kindergarten onward, schools are institutions in which the students are expected to become more knowledgeable and skillful. While numerous school personnel work with children, the individual mainly responsible for bringing about increased student knowledge and skills is the classroom teacher. Most people are in agreement with this statement; the controversy starts when one goes beyond this basic statement. An impor-

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CONTINUED ON NEXT PAGE

From The Michigan Elementary Principal, February, 1977, Volume LIII.

tant and very controversial topic in education today is accountability, and more specifically, whether or not student achievement should be one component used to judge teacher effectiveness.

What is accountability? In reference to defining accountability, Wrightstone, Hogan, and Abbott (1972), state: "Those assigned the task of educating children should be held responsible for their performance with respect to the education of those children" (p. 1). While the concept of accountability is old, a new related element is the "System Approach" in which all parts of an educational program are planned and carried out as a whole rather than in segments. In general, the concept of teacher accountability involves the teacher producing evidence regarding the quality of his or her teaching, usually in terms of what happens to pupils, then standing ready to be judged on the basis of that evidence. According to Popham (1973), "An accountable teacher, therefore, takes responsibility for the results his or her instruction produces in learners" (p. 3).

It seems only natural and logical to search for answers to questions of teacher effectiveness in the scores taken from tests or other assessments of student learning. For example, one might describe Mr. Green as a good teacher because his students give evidence of having learned certain skills in his class. More specifically, McNeil and Popham (1973) state, "A focus on pupils reveals far more about the effectiveness of teachers than does direct study of teachers themselves" (p. 3). McNeil and Popham also indicate that the best criterion to judge teacher competence is a modification (improvement) in the learner. Furthermore, many school systems avoid the difficulties of analyzing test results by using the more readily available criteria of studying certain procedures used by teachers and assuming these procedures are related to student growth.

One of the difficulties in using student learning results are the technical problems, such as: (1) the adequacy of measuring instruments, (2) their validity and reliability, and (3) methods for dealing with different learning rates and different student backgrounds and experiences. Additional difficulties pertain to theoretical problems associated with this technique of examining teacher effectiveness. For example, a major concern is not what tests tell us about a teacher's performance, but what they do not tell us with respect to skills not measured by a given instrument. Other factors that influence test results are socioeconomic status and educational characteristics of the parents. It has been found that pupils from low socioeconomic neighborhoods generally achieve at lower levels than pupils from higher socioeconomic neighborhoods. Also, a factor such as the level of education completed by parents has a close relationship to a student's academic achievement.

The previously-mentioned concerns are valid problems related to student test results, however, they can be overcome. In discussing the influence that a teacher has on different components of a teacher accountability model, Bartz and Townsend (1974) state:

> . . . it is realized that they [teachers] do not have complete control over all the variables related to the component parts. In reference to the component dealing with student achievement, factors outside the classroom have an influence on this component (p. 19).

Bartz and Townsend name the five components as: student ratings, principal ratings, peer ratings, self-ratings, and student achievement data. These factors "individually may contain considerable bias, but . . . collectively constitute a more objective, comprehensive, and accurate appraisal of a teacher's performance" (p. 19).

Although the task of identifying and measuring these variables is complicated, it is not impossible. Wrightstone (1973) suggests that this responsibility be allocated to a more comprehensive unit rather than to specific individuals. Two examples of comprehensive units are: a computer based operation by the school itself, or performance contracting, where the school system contracts with an agency to undertake the task.

The easiest and most widely used instrument to measure student growth is the standardized achievement test. This is largely due to the availability of grade scores for these instruments. Criticisms of standardized tests apply mostly to I.Q. tests rather than to achievement tests. "Properly used, a standardized achievement test furnishes an accurate assessment of student performance in the basic skill areas" (Bartz, 1974, p. 12).

In summarizing some of the results of a systematic effort to analyze a teacher's performance by changes in learners, Lucio (1973) states that school systems should:

(a) establish appropriate criteria for assessing teacher performance,
(b) improve teachers' skills in defining and achieving instructional objectives,
(c) provide more explicit evidence of pupil learning,
(d) define better the degress of accountability for school personnel in accomplishing the goals of schooling, and
(e) provide evidence for the public that schools are achieving state objectives (p. 77).

Two additional results of using a systematic approach to analyze teacher performance according to Bartz and Townsend (1974) are: ". . . (1) to serve as a comprehensive accountability scheme which provides teachers with relevent feedback in reference to their performance, and (2) as a management information system for principals to use as a basis for evaluative decisions" (p. 19).

As previously noted, systems are available to evaluate teacher performance which have student learning as one component. Additionally, it has been indicated that the results of these systems can be beneficial to improving teacher performance. Accountability is here, and we think, here to stay. Although some teachers view accountability as a mortal enemy, threatening their salaries or their jobs, the possible benefits to students and educators are too important to disregard. Student learning as a valid part of a teacher accountability system is being realized throughout the country. Parents and the public are demanding better results from their school systems; accountability is a way to achieve these results.

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ENCLOSURE 10

CLASSROOM OBSERVATION FORM

FOR PRINCIPAL'S USE ONLY

KALAMAZOO PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL MANAGEMENT

CLASSROOM OBSERVATION FORM

Teacher _____ Date _____

School _____ Starting Time of Observation _____

Subject _____ Ending Time of Observation _____

Grade _____ Room Number _____

Class Hour _____ Number of Students Present _____

Lesson Topic _____ Observer _____

STUDENT ACTIVITIES IN PROGRESS DURING THE OBSERVATION:

TEACHER ACTIVITIES IN PROGRESS DURING THE OBSERVATION:

OVER OVER OVER

AREAS FOR POSSIBLE CONSIDERATION DURING OBSERVATION:

Teacher Planning and Preparation
Teacher Self-Control
Teaching Techniques
Teacher Knowledge of Subject Matter
Teacher Use of Resource Materials
Teacher Enthusiasm
Teacher Expectations for Students
Classroom Management and Control
Discipline
Evidence of Purposeful Activity
Provisions for Individual Differences
Student-Teacher Relationships
Student Interest in Lesson
Student Attitude
Student-Student Relationships
Physical Classroom Environment

OBSERVATION COMMENTS:

SPECIFIC SUGGESTIONS FOR IMPROVEMENT:

Principal's Signature _____

Teacher's Signature _____

MJJ
9/7/76

ENCLOSURE 11

TEACHER PERFORMANCE COMMENDATION

AND DEVELOPMENT FORM

KALAMAZOO PUBLIC SCHOOLS
DIVISION OF INSTRUCTIONAL MANAGEMENT

ELEMENTARY TEACHER PERFORMANCE
COMMENDATION AND DEVELOPMENT FORM

Teacher _____ Subject(s) _____ Principal _____

School _____ Grade(s) _____ Date _____

Dear Teacher:

Based upon Teacher Performance Profile information processed relative to your performance during the 1975-76 school year, the following observations have been made by the principal.

POSITIVE ACCOMPLISHMENTS DEMONSTRATED DURING THE 1975-76 SCHOOL YEAR

OVER

OVER

OVER

AREAS FOR DEVELOPMENT DURING THE 1976-77 SCHOOL YEAR

Areas of Needed Development	Specific Suggestions for Improvement

Principal's Signature _____

Teacher's Signature _____

ENCLOSURE 12

CORRELATION MATRIX FOR THE

TEACHER PERFORMANCE PROFILE

TABLE A

CORRELATION MATRIX FOR THE
TEACHER PERFORMANCE PROFILE**

	Principal Rating	Self on Principal Rating	Student Ratings	Self on Student Ratings	Peer Ratings	Self on Peer Ratings	Actual MAT Reading Gain Score	Actual MAT Math Gain Score	Expected MAT Reading Gain Score	Expected MAT Math Gain Score
rincipal ating	1.00									
elf on rincipal	.47*	1.00								
tudent atings	.14	,07	1.00							
elf on tudent	.10	.22	.14	1.00						
eers	.10	-.34*	.05	-.08	1.00					
elf on eers	.07	.31*	.01	.70*	.01	1.00				
tual ading	.14	.06	.02	-.01	-.01	.03	1.00			
tual th	.12	-.05	.10	.00	-.13	.08	.45*	1.00		
pected ading	.06	.00	.03	.07	.00	-.02	.96*	.45*	1.00	
pected th	.04	-.13	.09	.03	-.10	.05	.41*	.97*	.47*	1.00

*Significant at the .01 level
**Based on 102 fourth, fifth, and sixth grade teachers; 1973-74 school year